THE UNIVERSITY OF THE STATE OF NEW YORK

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PROCEEDINGS OF THE INAUGURATION OF JOHN HUSTON FINLEY

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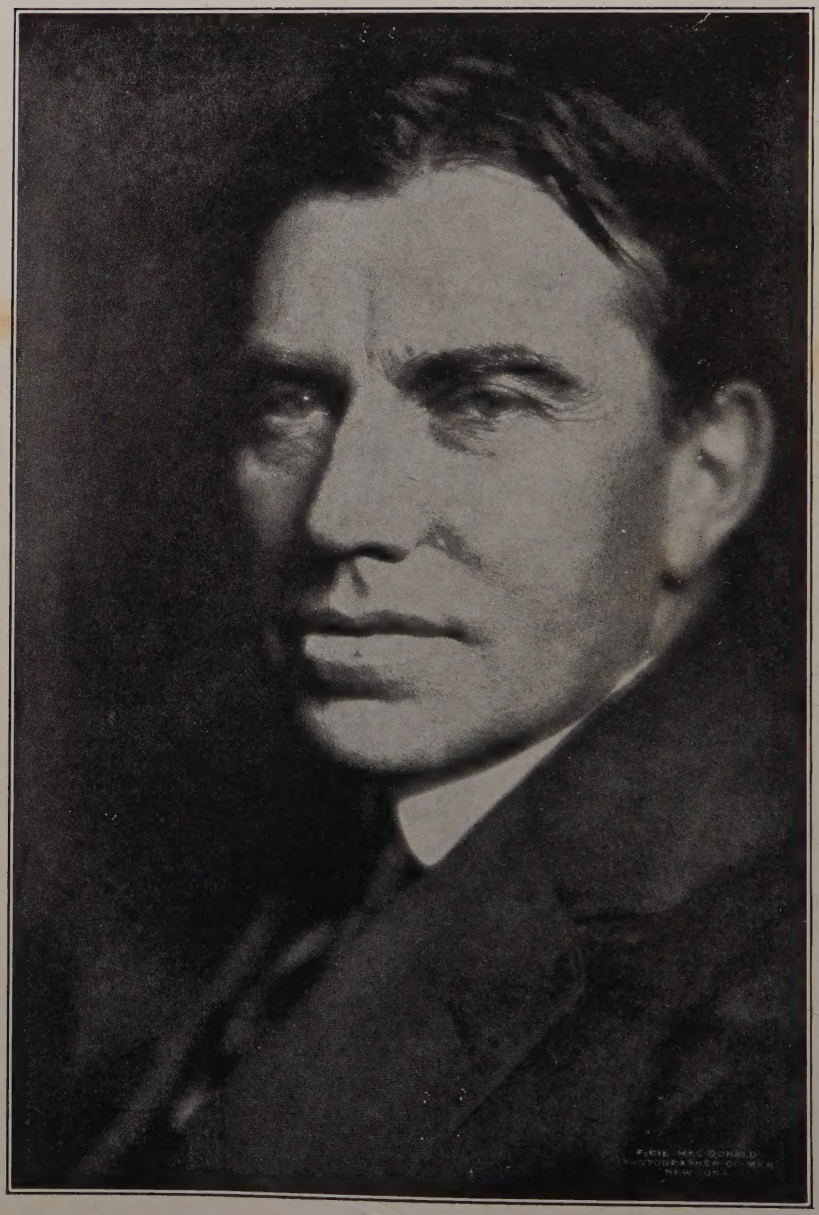

PROCEEDINGS

OF THE

INAUGURATION OF JOHN HUSTON FINLEY

AS PRESIDENT OF THE UNIVERSITY OF THE STATE OF NEW YORK AND COMMISSIONER OF EDUCATION

State Education Building
January 2, 1914

NEW YORK STATE EDUCATION DEPARTMENT
TENTH ANNUAL REPORT—VOLUME 4
ALBANY 1914

INTRODUCTION

The first Commissioner of Education of the State of New York, elected by the Legislature upon the unification of the two State educational departments in 1904, was Dr Andrew S. Draper, recalled to his native State from the presidency of the University of Illinois. His administration was marked by a complete reorganization of the educational interests of the State, an insured harmony in all the educational activities of the State, and the completion of the State Education Building, a monument to his administrative genius. His death on April 27, 1913, created a vacancy in the great office which his service had magnified.

During the interim following the death of Commissioner Draper, the duties of Commissioner of Education were performed by the Vice Chancellor of the University, Dr Pliny T. Sexton. With great self-sacrifice and devotion, and with no remuneration for his services, Doctor Sexton actively gave several months to the conduct of the affairs of the Department, perfecting the unification for which he had during many years labored with unceasing zeal. As stated in the memorial presented to him by the staff of the Department on relinquishing his duties, his administration of the high office he " temporarily filled so acceptably and so efficiently " was marked " by constant courtesy, by patient attention to details, by thorough and painstaking investigation of all matters requiring his official action, by helpful suggestions, and by kindly criticisms."

On July 2d, at the meeting of the Regents of the University, John H. Finley, President of the College of the

City of New York, was unanimously elected Commissioner of Education. The Board of Regents at the same meeting created the office of President of the University and elected Doctor Finley to this office. The amendment to the Regents Rules creating this office is as follows:

> **The University and its President.** For more complete unification of the relations of the State to education, The University of the State of New York shall be the State Education Department and is hereby charged with, and under its caption and in its name as such University shall exercise the general management and supervision of all public schools and all the educational work of the State.
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> In furtherance of such unification and of the development and perfecting of the educational system of this State, there is hereby created the office of President of The University of the State of New York, whose incumbent shall be chosen by ballot by, and shall hold his office during the pleasure of, the Board of Regents, and he is hereby charged, in addition to such other duties and functions as may otherwise be devolved upon him, with the power and duty of general supervision over all educational work and activities of this State, and it shall be his duty also to devote himself to educational research, to the study of the educational work and systems of other jurisdictions, and selectively and reflectively, with the approval of the Board of Regents, to introduce and originate, so far as possible, better methods of education, and especially to endeavor in every feasible way to bring about the improved development and greater usefulness of the common schools of this State, of which the Board of Regents were the first official promoters and are now the sponsors and guardians.

The President of the University may attend all meetings of the Board of Regents and of its committees, submit matters for their consideration and participate in their discussions.

It is hereby further provided that the Commissioner of Education, if there be such official then in office, shall alone be eligible for election to the office of President of the University.

President Finley soon gave promise of his acceptance, with the expectation of taking office on the first of October, as he wished to carry to conclusion certain projects which he had undertaken at the College of the City of New York, and also to assist in beginning the work of the new college year. In the meantime he was invited by the National Board of Mediation and Arbitration to act as one of the two independent arbitrators in the great railroad controversy involving more than forty railroads and more than eighty thousand railroad conductors and trainmen. With the consent of the Regents of the University, Doctor Finley sat as a member of this court during September, October and a part of November. He took the oath of office as Commissioner of Education and President of the University on the 29th of November.

It had been originally planned to hold the ceremonies of his inauguration at the time of the autumn convocation. As this could not be compassed, however, it was finally determined that such exercises should be held on the second day of January.

On this beautiful winter's day there gathered in the auditorium of the State Education Building representatives from all the educational institutions of the State, from the leading colleges and universities and learned

societies of the United States, and from many of the higher institutions of learning in Europe. On the formal program, New York was represented by the Governor of the State; New Jersey by the State Commissioner of Education; the President of the United States by the Secretary of the Interior; the Republic of France by His Excellency, the French Ambassador.

The addresses were of an unusually high order; the felicitations most cordial. The inaugural of President Finley was a pledge to service, and while it included in its scope the great city schools, its thought was particularly of the districts of greater need.

By no means the least of the delights of the day was the marked hospitality shown by the Governor and Mrs Glynn. At noon the Governor gave a breakfast at the Executive Mansion in honor of President Finley. There were present the distinguished speakers and guests and the Regents of the University. After the formal exercises of the afternoon the Governor and Mrs Glynn gave a large reception at the Executive Mansion in honor of President and Mrs Finley.

In the evening, at the close of the formal program, a reception was given in the rotunda of the Education Building. A large, representative gathering of educators, men and women prominent in civic life, officials from State and nation, were present to meet the new Commissioner and President. In the receiving line were President and Mrs Finley, the Governor and Mrs Glynn, the members of the Board of Regents and their wives, and the distinguished guests of the occasion. The reception formed a most fitting close to the inaugural exercises.

PROGRAM OF EXERCISES

TEN A. M.

Informal gathering in Library reading room (228) for registration and greetings

TWO P. M.

Invocation by the Right Reverend Richard H. Nelson
Bishop of Albany

Opening address by the Honorable St Clair McKelway
Chancellor of the University

Address in behalf of universities and colleges, Nicholas Murray Butler
President, Columbia University

Address in behalf of secondary schools, Frank S. Fosdick
Principal, Masten Park High School, Buffalo

Address in behalf of elementary schools, A. R. Brubacher
Superintendent of Schools, Schenectady

Address in behalf of educational departments of other states, the Honorable Calvin N. Kendall
Commissioner of Education of New Jersey

Address in behalf of the citizens of the State, William Church Osborn

Inaugural address by John Huston Finley
President of the University

Greetings from delegates

Benediction by the Right Reverend T. M. A. Burke
Bishop of the Diocese of Albany

SEVEN-THIRTY P. M.

The Chancellor of the University, presiding

Address by the Honorable Martin H. Glynn
Governor of the State of New York

Address by the Honorable Franklin K. Lane
Secretary of the Interior

Address by Charles William Eliot
President Emeritus, Harvard University

Address by His Excellency, J. J. Jusserand
Ambassador from France

Reception

Following the exercises a reception was held in the rotunda of the Education Building

AFTERNOON SESSION

INVOCATION BY THE RIGHT REVEREND RICHARD H. NELSON

Bishop of Albany

Almighty God, who art the Fountain of all wisdom, we beseech Thee to send Thy blessing upon the Governor and the people of this State, as well as upon the officers, teachers and pupils of this University, and to grant that, walking in Thy truth, they may come to everlasting life.

In particular, we ask Thy favor toward this Thy servant who is entering upon his duties as President of the University and Commissioner of Education. Give to him a wise and understanding heart that he may lead Thy people to the waters of knowledge and guide them unto righteousness of life. All which we ask in the name of Jesus Christ our Lord. Amen.

ADDRESS BY ST CLAIR McKELWAY

Chancellor of The University of the State of New York

The University of the State of New York bids you welcome. We are assembled on a notable occasion for a significant purpose, to complete and to attest the inauguration of the President of the University and the State Commissioner of Education. Doctor Finley was chosen long months ago. Under usual circumstances his duties would have begun when he was elected.

Unusual circumstances, however, intervened to prevent his immediate assumption of his duties. He was honorably bound to complete the decade of service in the field from which he had been translated to his present office by the unanimous suffrage of our Board. He was chosen after careful consideration of other eminent men. They themselves recognize that we have made a choice which commends itself to instructors at home and abroad.

This was not effected before a call that could not be withstood was laid on him and on us. On him and Seth Low was devolved the duty to undertake the accomplishment of peace in our industrial world. That peace in our State in that world has been signed and sealed. The hope and belief is that the example will tell in other States. The broader faith is that the example will be a help and a hope to industrial peace and justice at least within the whole Union.

Our Board is gratified that these two arbitrators of peace with justice and of justice with peace, neither of whom would have served without the other, have returned

bearing their shields, and not on them. If their task deferred Doctor Finley's assumption of his educational duty to the State, its postponement coincided with the nation's and the word's introduction to him to a rôle of benefit to the race, and with his introduction to a work agreeable and grateful to men. That experience has identified him as a factor of an industrial education larger than books and broader than schools and stronger than politically formulated government. The precedent is invaluable and unimpeachable.

Other men might have wrought the same deed. These two, of whom one was our representative, did perform it and we are glad others were not asked to perform it. We rejoice that Doctor Finley can begin with us under the impact of the distinction of the work which can never pass from him.

We are glad to hail his return. We rejoice to acknowledge the fidelity of every deputy commissioner and every head of a department and of every other employee here to the work entrusted to each. We have been sustained by the assurance that every university, every college, every public school, every academy, and every organization and every city, county and township factor in our State has cooperated with us in the absence of Doctor Finley and welcomes his return to his duties. He has wrought in what has been rated to be outside the set limits of organized education, but he has expanded those limits to cover industrial and humanitarian fields with which education must hereafter be identified, if it would be continued by the will of the people, by the government of the people and by the voted resources of the people.

It is a great pleasure to acknowledge for this State occasion the responses sent out in the name of the Department. They were sent to eminent educators of our national government, of our sister commonwealths and of the Dominion, as well as to foreign governments. Such as could come will tender their words of greeting and congratulation. Such as could not have forwarded expressions attesting their regret that they can not and their best wishes for the occasion to signalize which we are gathered. The published records of our Board will contain every utterance here spoken. Those records will be procurable to all here or dispatched to those who found they could not be here. We are glad our Governor and other State officials can be with us and that representatives of sister governments in notable instances can here be greeted and heard by all of us.

I shall not and I should not longer stand between them and you, but shall be content to develop the program devised for this auspicious conjunction of inauguration and congratulation on this eventful day.

ADDRESS BY NICHOLAS MURRAY BUTLER

President of Columbia University

IN BEHALF OF THE UNIVERSITIES AND COLLEGES

It seems but yesterday that the representatives of every type of educational activity in the State and in the nation assembled in this hall to dedicate to its high purpose this Education Building and to congratulate the Commissioner of Education whose iron will and inflexible purpose were chiefly responsible for it. Today we gather here again to greet his successor in office and to offer assurance of hearty support, earnest cooperation, and sincere good will, as he sets his hand to a new and weighty task. We count with confidence upon the continuance and extension, under his administration, of those policies, already well established, that have made this State an example to its fellows. We count in particular upon the continued maintenance of standards without fear or favor; upon the continuance of the complete exclusion of the influences of partisan politics from the school system in all its parts; and upon the continuance of the practice of turning neither to the right nor to the left because some measure of passing popularity or some shouts of acclaim are to be gained thereby.

There is no more sure measure of a people's progress in civilization than the growth of their power of self-control and self-discipline. The basis for the self-control and the self-discipline of a democratic people must be laid in their homes and in the schools. If the schools fail in this, there is no adequate compensation they can offer in the form of learning or instruction. The test of success

in a school system, and the test of success in the work of a college or a university, is not its size, however great; or its wealth, however large; or its equipment, however striking. The test is the quality of the men and women that it trains and sends out for service to the commonwealth. How much a State spends upon education is an item for the curious or for the collector of statistics. What the State gets in return for what it spends upon education is the vitally important matter. More than ever before in its history this nation today is in need of men — strong, high-principled, clear-sighted men — who can so shape and guide public policy, and who can so form and determine public character, that the great purposes of the nation's builders and the highest ideals of their children's children shall be achieved.

To run with the crowd is a pleasant, and sometimes a profitable, form of exercise. It is frequently amusing; but it has in it more of moral and intellectual debilitation than any other human occupation or avocation. To observe with scientific precision, to report with scientific accuracy, and to think with logical correctness, are the chief needs of the educational guide of today. We have suffered overmuch from platitudes in education, and we have paid our full homage to misguided and superficial flattery of schools and school systems, when searching and constructive criticism was what the public interest demanded. The time has certainly come when we must leave off tickling our own vanity and arousing the scornful smiles of other peoples by shouting loudly that our schools, our colleges, our universities, are the best in the world; that our expenditures for education are the largest ever known; and that, looking at all the peoples of civilization dispassionately — which dispassionateness we gladly admit — no

one of them is in any way the equal of ourselves! When Mr Lowell was writing his charming essay on a certain condescension in foreigners, I have always felt that his sly humor left in the back of his head an unwritten essay on a certain self-satisfaction in ourselves.

Persistent, searching, constructive criticism is what American education most needs today. We must ask not only whether what we are doing is worth while in itself, but toward what goal it is tending. We must reexamine, in the light of history and of much experience, those processes and those formulas that are usually accepted without question because they are familiar. We must face the future with the past in our hands and not spend too much time in looking backward.

In the State of New York, all educational agencies and instrumentalities are fortunate in being gathered together in one great system of administration and supervision. Thereby opportunities for cooperation and mutual understanding are multiplied, while occasions for friction and conflict are diminished. From the Regents of the University and from the Commissioner of Education the schools, colleges and universities ask, first of all and chiefly, for sympathy and for understanding. Education can not be cast in a single mold and remain adapted to the needs of a free people. It must be so flexible, so many-sided, so rich in opportunity, that no talent is lost through lack of care or occasion for use. It is the genius of all Anglo-Saxon civilization, as it is that of the English common law, to meet situations as they arise with such wisdom as is at hand, and not to attempt to forecast all possible contingencies and to provide for them by rigid rule. It is in this spirit that the educational system of a great state should be administered and supervised. It is the spirit of

sympathy, the spirit of tolerance, the spirit of understanding, the spirit of insight, that make central administration and supervision real and vital. It is upon such a spirit that the colleges and universities of the State count with confidence in the administration that opens today under such happy auspices. To its head we bring cordial greeting and assurance of our united support and cooperation.

ADDRESS BY FRANK S. FOSDICK

Principal of Masten Park High School, Buffalo

IN BEHALF OF THE SECONDARY SCHOOLS

It would be a superfluity before such an audience, representing as it does the best scholarship of our State, to speak on the technisms of our work. It would imply a sad lack of judgment to dwell upon educational methods, of which it can be truthfully said, as of all systems that adhere to a hard and fixed order of procedure, some are good, some are bad and some, we might almost say a majority, are indifferent. It would be entirely foreign to the spirit and intent of this afternoon's exercises to discuss laboriously the latest reports from the fields of psychology or eugenics and endeavor to satisfy our mental machinery as to what stand we should take. This occasion is not for such wearisome tasks. Without detriment they can be omitted for a time.

We are assembled to celebrate what we believe, what we know, is a most auspicious event in the long and honorable history of our State Education Department. Last spring a great director in the domain of education passed into the silence, bequeathing to all a rich legacy of faithful service. As Commissioner working with the Honorable Board of Regents, he left the great department of which he was the head so well organized that his departure caused scarcely a ripple on the surface of its activities. Today we welcome a new leader who assumes not only the duties of the former but also added responsibilities, and it is most fitting that representatives of the three divisions of the educational bureau should be present and

voice their feelings with expressions of good will and allegiance. "The king is dead, long live the king."

I deem it a great honor to represent at this time the secondary schools of the State and I am proud of my connection with them. Whatever may be said of the grammar schools and colleges of the country — and no one has a higher regard for them than I — there still faces us the indisputable fact that the four years spent in our high schools, at an age the most impressionable and the most dangerous, mean more to our boys and girls than any other period of their lives. There is no more perplexingly fascinating work to be found under the skies than that which meets us every morning, no work that calls for greater sanity and downright common sense. To gain the confidence of our pupils, to enter into their lives, to be interested in everything that concerns them, to stimulate or repress as their best good demands, require a mental and moral discernment that is not always obtainable — and we say, often with a sense of impending failure, "Who is sufficient for these things?" But a careful survey of the hundreds of high schools in the State will reveal the encouraging fact that the general uplift is remarkable and the influences that tend to civic as well as to individual uprightness can not be easily estimated. Not that I would have you think for a moment that they are perfect or do not need improvement. It would be strange indeed if it were otherwise. There are and always will be differences of opinion about some of the policies of the State Department; there will be laxity in discipline and instruction; lack of harmony among the teachers, which is so fatal to success; a perversion of the so-called school spirit; questions about the scope and general make-up of the examinations. These need not cause anxiety since we

know that the directing mind is in close sympathy with our aims, our problems, our hindrances; that he is possessed of broad vision, a keen judgment and can furnish a soothing balm or a stiff tonic as the occasion demands. Surely the high schools have great reason to congratulate themselves upon the good fortune that has come to them.

But there are others in the State who should be equally glad today, and these are the parents. The high schools come into closer contact with them than do either of the other classes of schools that are so fittingly represented here today. When the little ones first started out for school, aside from the momentary sadness over the fact that they were growing older, parents gave themselves little uneasiness about them. They were of that age where, in a sensible household, they were not denied that inestimable right of prompt obedience and the normal child is ready to render this when parents and teachers are reasonable and live according to that fundamental principle that he who can not govern himself is absolutely unfit to govern others. When the children went to college and the inevitable break in the family circle came, they had had four years of preparatory work; their habits of thought, their methods of study, their general outlook on life and its activities were fairly well fixed. They had reached either the last years of adolescence or the beginnings of maturity and were not so susceptible to the changes that affected them in earlier years.

But in the high school our pupils are neither adults nor little children and the physical changes that obtain to this period bring mental disturbances that must be handled with consummate skill. In addition to that, we draw our pupils from every stratum of society. There assemble together the rich and the poor, the children of

native-born Americans and those whose parents came from across the seas. With different ideals, in many cases without any well-defined standard of an upright, courteous life, they flock to us across the chasm that separates grammar school from high school, for instruction and guidance. And the parents begin to flock to us, too, for they are soon facing the real problems in their children's lives. I venture the assertion that more parents whose hearts are suddenly awakened and made solicitous about their boys and girls visit the high schools than ever go to grammar school or college. Your "Norman" or your "Elizabeth" did well before coming to us — were stars in fact — at least that is what you tell us and we believe you. But now they are doing poorly and what is the trouble? The shadow on father's face deepens as you tell him what you know and mother's eyes glisten with unshed tears when you kindly reveal to her the truth. This happens all over the State and the common interest of parents and teachers draws them very closely together as they become one in aim, one in hope and, in a majority of cases, thank God, one in fulfilled desire. It follows then that every effort to augment the efficiency of the high school, to add to its cohesive power, to increase its attractiveness and influence touches the hearts of parents and they join with the rest of us today in expressions of gladness that the new President of The University of the State of New York wishes as earnestly as do they, that our pupils, their children, may get all that is possible out of their high school courses.

Doctor Finley, in behalf of the high schools of the State, whose representative I have the honor to be, I bring to you messages of good will, assurances of steadfast allegiance, heartfelt pledges of unswerving loyalty. We

deem it providential that you are here. Journalism with its well-nigh unlimited powers could not retain you. "Old Nassau," great in her attractiveness as she is and always will be, could not hold you. The metropolis that binds to itself so many men, young and old, with the charm of its magnificent opportunities was obliged to loosen its grasp upon you, notwithstanding your great successes there. You, with your mental acumen, your resolute personality, belonged to the Empire State and we are profoundly grateful that the call to service, service which is the distinguishing spirit of this twentieth century, met with your self-abnegating response — "Here am I, send me."

ADDRESS BY A. R. BRUBACHER

Superintendent of Schools, Schenectady

IN BEHALF OF THE ELEMENTARY SCHOOLS

I count it a distinguished honor to speak for elementary education today, when you take command of the educational forces of New York State. This is an auspicious occasion. It is a new beginning and beginnings invariably suggest foundations. Elementary education is the foundation upon which all teaching rests. In it, therefore, we expect stability, permanence; it gives us the feeling of worthwhileness. The beginning of elementary education, furthermore, is at the source where the school draws from the home. Here we meet the home with all its influences. The elementary school carries on the educating stream as it comes over from the home; not a new stream, not a fountain in itself, but a continuation of what was begun *de novo* by the mother at the cradle.

The home under certain conditions may be self-sufficient as an educating agency. Such, I believe, was the home of the American Indian, for example. The father and mother could transmit to the youthful Indian boy and girl all the inheritances of the tribe. The domestic relations and duties, the tribal customs and tribal duties, the tribal mysteries, the tribal spirit, in brief, the entire social heritage was efficiently handed down by the home without the intermediary school. The youth was thus admitted into his group, fully equipped to do his duty as a social unit. This home education was, however, purely social rather than industrial, and the familiar story of Indian life shows that it produced a race con-

sciousness, a tribal solidarity, that is amazing to our conventional scholasticism. Those methods seldom or never failed to make good Indians, Indians that were loyal to their tribe and nation, brave warriors, cunning followers of the warpath. Those educational methods produced almost perfect social efficiency from the Indian point of view. May we not learn something from it, therefore, that will teach us how to make good American citizens from our point of view?

That part of education which may be included under the term " training," training for skill of hand, accuracy, skill in community activities, was likewise given by the primitive home. Woodcraft, habits of wild animals, the cunning of the hunter, the duties and hardships of the warpath, weaving, basketry, the care of campfire and tepee, that individual efficiency which constituted, collectively, the tribal skill and cunning, what we may call with seeming anachronism a primitive industrialism, was handed down from father to son and mother to daughter. This is life in simplest terms.

But life does not long remain so simple. Human progress has become written history. Human joy and suffering, human aspiration and passion, have created literature. The struggle for existence has developed machinery. Commerce necessitates intricate processes. The heritage of the race has imbedded itself in books. Education has become a matter of technic. Training for industry and commerce has to do with formulas and intricate mechanical devices. The modern civilized home necessarily fails to provide this education and training. Industry is now so minutely specialized that one home can practise only a small fractional part of it. Consequently the home is unable to give much if any of the training for

industry. And much of the education required to guarantee social efficiency is likewise beyond the powers and abilities of parents. There has been, therefore, a continual taking over of responsibility from the home by the school as an institution. So pronounced has this movement been, that we sometimes charge the home with neglect and complain that the school attempts too much. Certain it is, that the school is now an indispensable supplement to the home and in many cases it has become a substitute for the home. The school as a supplement of the home has *absorbed*, and *usurped*, and *relieved* the educational responsibilities of the home. It depends upon your point of view:

1 The school first of all relieved the home of the teaching of all those conventional and technical matters which have to do with the mechanics of education — reading, number, geography, history, art, science.

2 It has assumed a measure of responsibility regarding the health of children, partly in self-defense, partly in relief of the unfortunate home conditions. It has recently been said that parents are so absorbed in the struggle for social and material advantage that they fail to notice that their children can not see, that they can not hear, that they can not breathe, that they do not eat as children should and what they should.

3 It has accepted responsibility to teach the art of homemaking, because the home often can not, sometimes will not, teach it.

4 It has assumed responsibility to teach trades because the modern organization of industry and labor makes it impossible for the home to do so.

5 It assumes to give occupational direction because the home can not readily secure necessary data to this end.

6 It is now considering its duties toward the child in matter of sex hygiene. If the home can not, or will not, the school will teach sex hygiene in some form. It can at any rate teach the biological basis of sex.

7 The school has assumed joint responsibility with the home for the education for citizenship.

I believe, Mr Commissioner, that the school is justified in accepting these responsibilities. It could not, without dereliction of duty, give up a single function. It may have unduly overloaded its curriculum. It has overloaded it. But the remedy lies not in subtraction of function. I believe the remedy lies rather in the readjustment of detail. I am bold to suggest two points where elementary education is weak in the hope that your happy administration, born this day, may set itself the high task of readjustment and perhaps new definition.

In the first place, we overemphasize the mechanics of education. The elementary school has placed undue emphasis upon the mechanical processes of education. I mean reading, writing, number, drawing, memorizing, have been set up as ends in themselves. This is a natural consequence but not a necessary or wise one. Reading and writing are mechanical processes which prepare persons for education; they are the tools of education, but they are not themselves the end sought — knowledge. Arithmetic is the mechanical basis for computation and reasoning. As an end in itself, it is merely a means of traffic. Its educational value lies in the power of reason which it fosters. Or, to quote from the Republic of Plato, "how elegant it is (arithmetic) if one applies it for the sake of knowledge, and not to make a traffic by it." Geography, merely used as a means of location, as earth-feature, with no reference to human relation, is purely

mechanical. It is an instrument of education, but it is not itself education. Drawing is merely manual dexterity and as such is only training, not education. History, treated as a record of events, as a series of national achievements, devoted largely to chronology, is mechanical, and as such merely outlines a skeleton, giving it neither body nor life. As such it is not education.

Teaching these mechanical features of education has some value but it is poor stuff at best. It gives a certain expertness in the use of these tools, but it gives no grand purpose, no ultimate life direction. All this will be changed when we recognize these processes as processes and strive for knowledge through them. Through reading we must reach through literature to life. Through the science of number we must strive to gain the power of reason and so attain knowledge. Through geography we must teach man's relation to earth-nature, and the dependence and interdependence between social groups. Through history we must teach human causation and human responsibility as elements in national and racial progress. It is hardly necessary to say here that the best teaching is now humanizing the curriculum of the elementary school. But public opinion is still clamoring for the material husks in the name of reading, writing and arithmetic. The real spiritual value behind the process is largely lost. I long, therefore, for a new definition of elementary education which shall formulate for the common man that simple philosophy of life which the minimum of education can give.

In the second place, we need a doctrine of duty. Elementary education is as yet almost wholly unconscious that manners and morals are a legitimate part of its field. The schools are still exclusively interested in

individual efficiency. In fact efficiency as applied to the product of the schools, signifies the ability of boys and girls to make a living. It has little or no regard for their ability to perform the many necessary duties in their social group. Whether we intended it or not, efficiency means ability to get ahead industrially at all cost. Efficiency regards individual success without regard for common welfare, sometimes to the detriment of the commonwealth. Our ideal of efficiency is actually destroying social efficiency, because we teach no doctrine of duties.

The Indian youth became an efficient member of his social group because he learned thoroughly his duties to the tribe. Duty became a habit for him. His faithfulness to these duties produced the characteristic tribal solidarity which astounded civilization. We, on the contrary, teach no doctrine of duty in the schools, and the home is not notably efficient in this respect, I fear. Between an exaggerated conception of individual efficiency and this neglect to teach a list of specific duties we must approach social disintegration.

Or can the home still teach this necessary basis of social ethics? Can it teach civic duty? Can it give the basis of duty so as to produce both community and national solidarity? What are the facts in the case?

Capital is at war with labor. Antagonism prevails between these two component parts of every modern community, neither being ready to acknowledge its duty to the other or to the community at large.

The electorate displays great lethargy. Rarely do we have more than 60 per cent of the total vote cast; commonly do we cast only 85 per cent even of the enrolled vote. This indicates an ominous disregard for civic duty, a gross sin in a democracy.

The vote is still to some extent venal, showing a low ethical tone.

Municipal government is notoriously inefficient, and sometimes corrupt. The electorate is unconscious of duty and responsibility, else this could not be.

The citizenship, as a body, lacks civic pride. It is still insensible of slums, of improper housing conditions, of vice, and too often of poverty.

Popular amusement demands are disgustingly low, proving a low community morality and vulgarity in manners.

This list is quite sufficient to prove that the home does not effectively teach either social or civic duty and that it does not give an adequate basis of manners and morals. It is not difficult to assign some important reasons for our present low ethical state. In most urban communities today 50 per cent of the homes are foreign, thus representing the varying ethical standards of from two to a dozen different European races and nations. These races, moreover, have left behind in Europe those community restraints, those national and legal and church restrictions which tended to maintain high ethical standards. These restraints are inoperative in their new world homes. In a considerable number of cases, this new world home is temporary, a matter of adventure. The family will return to Europe. At best then, ethical instability is a characteristic of these foreign homes. By leaving the teaching of the common social and civic duties to these homes, we leave our ethical standards as a nation to the uncertain influences of Sicilian, Slavonian, Hungarian, Greek, Polish and other agencies. We may as well admit it, we have at present no standards. We have no American manners, morals, or ethics. Every large city

of the land is today cosmopolitan rather than American. In the course of time we shall of course evolve some common standard out of the present anomalous conditions, but it will be at the expense of much that is worth saving in our nineteenth century morality and subject our present institutions to tremendous strain.

But even the American home as a type is not teaching a doctrine of duty to its children. It is a notorious fact, any teacher will tell you, that children from American homes are often disobedient, often ill-mannered, sometimes disrespectful, tardy, usually irreverent. They recognize no duty to others, are disrespectful to parents, have little regard for public property, assume that the world owes them a living; life is conceived by them to be a good time.

Here then is another case where the home can no longer do its duty as originally conceived. It has become impossible for the home to make good Indians. As the school has recently taken over the teaching of homemaking, so must it now take over the teaching of ethics and the sooner we do it the better for the country.

Social efficiency absolutely demands of the elementary school the teaching of the common social duties. Each grade of children can be taught the concrete ethical standard suitable to its age. Beginning with duty to parents, teacher and schoolmates, duty to the weak, aged, helpless, we can go on to teach respect for public property, for holy men and sacred things; duty to state and nation, love for country and efficient citizenship. But this concrete teaching is merely a beginning. After a duty is seen in the concrete, its doctrine must be formulated and the child must be given an easy rule of behavior to carry with him into life.

I look forward, therefore, with joyful hope, Mr Commissioner, to the time when you will seize the opportunity to incorporate in the body of instruction of every elementary school of this State a course in ethics, informal for the little ones, more and more formal for the older, always based upon concrete human behavior. Its importance should take equal rank with history and English. Out of such instruction I confidently expect to see the growth of a new civic strength. By it the new races in our midst will be more readily assimilated; common standards of good manners and high morality will be established; and through it the State of New York will create a communal solidarity that will recall the beautiful racial strength which we call cunning in the American Indian, but which will be the basis of a new righteousness in the American nation that is to be.

ADDRESS BY CALVIN N. KENDALL

Commissioner of Education of New Jersey

IN BEHALF OF EDUCATIONAL DEPARTMENTS OF OTHER STATES

In behalf of state superintendents and commissioners of education, it is my privilege to extend greetings.

Your coming to this office is an event not only in New York, but an event in which very many persons outside are deeply interested. What you do here, the ideals you set up, your success in their accomplishment, are not without their effect in other and even distant states.

While we lack a national system of education, there are numerous forces at work for solidarity of educational interests. When one state gains, all may profit. We are confident that today our assets are increased.

At a time when educational opinion seems to be unsettled, when increased responsibilities are being thrown upon the schools, when the need of intelligence in citizenship was never greater, when the fine faith in education was never stronger, all the more is our right to look to New York, the commanding commonwealth, for leadership. No greater opportunity in education exists in America than is yours, Sir; this is sober language; at least this is the opinion of those of us who look on. Nor are we forgetful of the fine achievements already made here.

Those of us who work in similar fields believe that you, with your associates, will make sound and permanent contributions to public education. In consequence, our tasks may not be easier, but they may be more intelligently done.

Not unmindful of what has been done here, who would not wish to see worked out, with your great resources, plans for the adequate training and recognition of teachers; the realization of the possibilities of the rural school; ample and well-balanced industrial education; the efficient training of the minority as well as the majority in both city and country; a program that would substantially recognize, amidst the hurry and restlessness of contemporary life, the value of spiritual resources as capital for the individual; means for educating the layman to a substantial realization that the good and comprehensive schools he demands must cost a great deal of money?

The working out of these and other problems, perhaps equally great, can not be the work of a single man, however competent in action; of a single year, however fruitful in achievement; of a single legislative session, however public-spirited in motive. No one should expect this, for in educational progress allowances must be made for tradition, for public opinion, and for the fact that processes in education are not always susceptible of definition or measurement.

But there is an old saying that a wise man will make more opportunities than he finds. We believe that you are that wise man.

There are some of us who feel that your willingness to transfer your activities to the field of elementary education, as did also your distinguished predecessor in office, is an indication of the growing appreciation of the importance of public education as a means of service for highly trained men. No service needs able, forceful men more. What ordinary public work presents greater opportunities for usefulness, if not for distinction?

It is a long way, in one sense, from the one-room school, amidst your beautiful hills and valleys, to the great secondary schools, colleges and universities in the centers of population; but in another sense the way is not long, for each of these, whether conspicuous or inconspicuous, makes or is capable of making its own contribution.

And the work is with the multitude, and with the multitude young.

Most of this work is quiet, of the sort that can not be heralded in newspapers, but it is none the less steady, positive and effective. In the aggregate, the sum of the daily, hourly contact between teachers and taught is by far the greatest force for righteousness and well-being that exists in this or in any other state.

Of course it could be better. No one knows this so well, perhaps, as those of us who are in the thick of it. It is the comprehension of the possibilities of the schools, the vision of their resources, yet unworked, that makes educational service supremely interesting. In the difference between the ideal and the actual is the opportunity.

Possibly some such unconscious feeling as this inspires you as you take this office.

Beyond the confines of this notable building, which typifies the faith of your people in education, the real opportunity lies in the promotion of sound and efficient education for the million and a half young people available for education, and not merely for some of them, but for all of them. The consciousness of your accomplishments for them, imperfect as all human achievements must be, will perhaps afford you the most durable satisfactions amidst the perplexities and burdens, and even

the honors which attach themselves to large administrative positions in education.

You come to your work with a breadth of experience and training which, with your real human qualities, will compel success; such is our opinion.

As a native of this State, educated in its schools, whose interest therefore in this occasion is not merely academic or professional, it is my privilege to extend congratulations to you on behalf of those engaged elsewhere in work similar to your own here, and to extend also congratulations, just as sincere, to the people of this State, that the leadership of their great interests of public education falls today into such competent hands.

ADDRESS BY WILLIAM CHURCH OSBORN

IN BEHALF OF THE CITIZENS OF THE STATE

The Indian League of the Five Nations founded its successful policy upon assemblages of the sachems, chiefs and people, to discuss matters of public concern. With easy fancy we may say that to us, their pale face inheritors, has gone forth the white wampum and that we are assembled in general council in our long house, not five nations and meager numbers but as the many peoples and many millions that comprise the complicated fabric of the State of New York.

We are here to elevate a sachem for the teaching of our young men and maidens and our talk is of our children and our State, for the children of today are the state of tomorrow.

By the intimation of your program I am here to represent the people of the State. In doing so it would be easy for me to occupy my time and the afternoon in praise of the great educational institutions developed by your Regents and by the untiring efforts of that great educator and rugged character, the late Dr Andrew S. Draper.

These are progressive times, however, and we men and women of the Empire State do not rest satisfied with our achievements; we go forward toward the light, with courage, our spirits aflame with the "divine discontent." Hence I shall be recreant to my charge if I speak not plainly of those conditions of our educational system which need consideration, but I beg you to believe that my words are "the faithful wounds of a friend." We approve our Department of Education and mean to support and sustain it with vigor and with liberality.

The Department of Education has the defect of its virtues. It has built up a magnificent system of education and it may well say, "Why change that which is so good?" Yet if you consider the needs of our people, and the response of this Department, you will feel perhaps with me that there is danger that the Department will regard its system as in itself a permanent objective instead of as a transitory means to meet our various and shifting needs. I think that the Department lacks adaptability to the special needs of special cases; that it does not sufficiently regard the variations in educational policy required by local interests; that it applies its system too generally to all classes of people forgetting or overlooking the fact that the training which is best for industrial elements of our population may not fit the rural districts and that few need fitting for the scholastic life though the opportunity should be open to all. There is a tendency not to move with the great movements of popular thought and a willingness to wait until the public consciousness has insisted upon changes instead of taking the natural position of leadership which its central authority entails.

For example, if you examine the training afforded to those who are to be certified teachers in our rural schools, you will find that the problems of country life are scarcely treated and that a certified teacher for these schools may well come to his or her class without realizing that the cultural value of the laws of organic and animal growth is as great as training in the laws of the Greeks and Romans and that the mental discipline following a study of the problems of farm chemistry may be as great as that attendant upon geometry. As a result, the rural school course, as I have seen it in operation, is little other than a glorified edition of the three R's. You might call

it the three R's *extra illustrated.* While I do not disparage that venerable trinity, I think that overworship at their shrine leads to the shop, the counter, the office and the clerkship instead of to the plow, the hammer, the tool and the producer.

We do not urge that our schools, either common or high, should turn out specialists in agriculture or mechanics. We ask an education to fit us for our share in the time spirit and the time duty. We realize that education is barren which does not produce intelligence, for intelligence and character are the true foundations of the democratic state.

Never in history has democracy turned in directions so sure to strain the general intelligence as in recent years.

If I correctly view the tendency of the times, it is to substitute associated effort for individual leadership. Thus the development of labor is in the direction of syndicalism or ownership and management by labor of the industries in which the laborers are engaged, analogous in some respects to the ancient guilds. In politics the people are turning away from individual leadership and representation and are placing their confidence in direct action by the people, as in the direct primaries, the initiative and the referendum. In agriculture the tendency of the times is toward cooperative buying and cooperative selling. In all these ways the people show their determination to manage their own affairs by association. I believe in these movements, I believe in their permanence, in their value to the people of the State, in their propriety as substitutes for the egotistic individualism which has brought about the unequal distribution of wealth and power of the day, in their safety as a bulwark against the encroaching folly of the socialist state, but I

believe that with these changes must go a corresponding preparation and that a large share of the responsibility of that preparation must rest upon the Department of Education. In what form, by what method and with what spirit the Department shall meet these great problems is beyond my present scope of knowledge or suggestion, and I count the State fortunate that in this changing time it has called to the leadership of its Department of Education a man whose record and whose character show a spirit equal to the emergencies of the time, a freshness of observation, a sympathy of nature, a clear and firm purpose which lead us to believe confidently in his future and in our future under his guidance. For we do not look to the Department to sit by until the consciousness of educational needs and the development of the life of the people shall force our educational leaders into action. We look to our educational authorities for inspiration and for leadership.

We have set you, Doctor Finley, on a high place; show us your vision; point out our paths, mark our perils and remember for us as was said of old that " where no wise guidance is, the people falleth."

INAUGURAL ADDRESS BY JOHN HUSTON FINLEY

President of The University of the State of New York and Commissioner of Education

Mr Governor, Mr Chancellor, Members of the Board of Regents, Ladies and Gentlemen:

This is not a celebration of an accession to office. It is of an investiture with one of the most sacred of responsibilities this State can put upon a man — the care, under its laws, of its most precious possession. Accepting this investiture, I but widen the horizon of the pledge that I gave ten years ago to the city of New York and its college — a pledge that I can keep without disloyalty to that city and that college which have been all my world and now continue a part of it — and I speak my deepened, strengthened faith in the succeeding, despite all the obvious failures, of the sublime endeavor of a democratic people to rise to nobler, happier life through the education of its children. I carried into my office a few days ago the image of a youth who typifies to me that great host through whom this State has this hope. What I would have for him I would have for his generation. He is the witness of my pledge, the hostage of my faith.

What I shall say will give no intimation of policy or of detail of purpose. I shall endeavor merely and briefly to make visible to you, as I see it, this structure whose foundation was laid in the ashes of the Revolution, by Clinton, Hamilton, Duane and L'Hommedieu, and whose columns have risen through the labors and plans of many, directed by that master builder, Dr Andrew S.

Draper — this structure which was for a century or more two structures, built upon the one foundation, University and Department, but which has again become one in the nobler architecture of a unified design. Some of you will think of it as a "department," some as a "university" — this "one great system of administration and supervision," as President Butler has just called it; it matters little what name you put uppermost, if only you see its mighty significance, its durable purpose. And I care not whether you think of me as "Commissioner" or "President," or without title, for I have no ambition save to serve the State as best I can in this office, if only with you of the universities and colleges, you of the secondary and elementary schools, and you of the citizenry of this Commonwealth, I can make potent the State's desire.

The Five Nations who once occupied the valleys converging within sight of these hills, called themselves, according to Chateaubriand, the "Men of Always." But, as he adds, they have passed on, to expire on the same shore on which they landed in unknown ages, and have left in these valleys only the "mould of their graves," the implements and bones of their ephemeral existence. Among their sepulchers has come another race of men, who though conscious of their bodily mortality yet cherish a faith in the immortality of that which they call "the state," that "invisible multitude of the spirits of yesterday and tomorrow," as the Iron Chancellor once defined a "true people"— the invisible multitude of the spirits of yesterday and tomorrow associated in the memories and purposes of today.

And the most confident expression of that faith of the race, which has followed the aboriginal race, is the school, the school maintained out of the common treasure of these

new " men of always," the school in which they attempt tc remember, to keep in their minds and hearts, the best of yesterday, the school in whose tuitions they pray, with sacrifice many of them, over half of the days in every year, for the unending tomorrow, not of their individual selves, dearly as they may desire personal immortality, but of their collective selves, the state.

So I have come in the few days of my service here, in this Department, this institution, whose invisible walls follow the boundaries of this Commonwealth, this great school existent in the State's thousands of schools of memory and of discipline — I have come to think of it as the remembering and aspiring soul of the State, as the University of the Men of Always, for without that which it signifies there is no durable state.

This may seem to some an idealistic definition, a fantastic characterization. And, I must confess that I should myself have so regarded such a definition only a few months ago; not that the institution has undergone a metamorphosis, but that I have come to see what its inner significance is.

I saw it, as no doubt thousands saw it and still see it, as a standardizing, policing, regulating, sometimes repressive, and always appraising, agency of the State, leading the child from the home or the street into the school; reproving, punishing, even imprisoning, negligent or avaricious parents or guardians; adjudicating disputes between school trustees and school teachers; questioning hundreds of thousands of pupils in the schools every year and marking with meticulous and critical hand their millions of answers; apportioning State moneys, amassing valuable books, collecting precious fragments of earth, and making helpful reports; and, finally, admitting to professional

study, or to the practice of certain professions or the pursuit of certain occupations.

These are some of the prosaic activities which doubtless led that distinguished man of letters, George William Curtis, Chancellor of this University a quarter of a century ago, to say of it that it was "invested with no more romance than the Department of Public Instruction," which was then a dissociate, coordinate administrative agency.

But the University which his two surviving associates in the Board of Regents, Chancellor McKelway and Vice Chancellor Sexton, have lived to see, and which they, with other men of like public spirit from all parts of the State, have notably aided to develop, has an incomparable romance among world universities. For in the unification of its former functions with those of the Department of Public Instruction, both of which apart seemed so prosaic, it is now in the very universality of its concern a university in a new sense, for it embraces in its thought the whole range of education, from the training of the nurse who receives the new-born child, to the researches of the scientist who lives out upon the utmost verges of the known. Lord Haldane, whose recent visit to America has given us such gratification, said to the people of England something which intimates that he has felt the impressiveness of the infinities of the systems of education represented by this University through its Regents and Commissioner: "It is only by showing that your elementary teaching is linked to something beyond, and that that something beyond is linked to something yet beyond, that you will ever be able to awaken among our people that spirit of progress which distinguishes the United States at the present moment." "The

universities must be not merely detachable superstructures, but the . . . intelligence which penetrates the whole system." An institution which gives that sense of continuity which, through public school and private university and research institute, is helping man to live, as the great German philosopher Eucken would have him live, not simply in the world, but in the vast eternity of the universe, takes its place among the highest conceptions of a republic.

For myself, seeing for the first time the reality of this University instead of its externality, I had such an experience as the philosopher William James had when, traveling alone in the mountains of North Carolina, he suddenly became aware from a remark made by his mountaineer driver, that the clearings which the settlers had made for their homesteads, and which had seemed to him, the philosopher, but a moment before, denuded spots in the midst of the forests, filled with charred stumps and girdled leafless trees, were to those who made these clearings symbols " redolent of moral memories," and " sang peans of duty, struggle and success." The little schoolhouse plots, which are now this University's first concern, are democracy's reservations or " clearings " in the midst of her vast private domain. And some of them seem, especially when unoccupied, as ugly and dreary of external aspect as the clearings which the great philosopher found in the North Carolina mountains. But when they are viewed in their inner, eternal significance, when they are seen as the expression of a common longing for the happier existence of those who come after, of an aspiration for a more perfect state, they become sacred inclosures; they are ever rehearsing the race's " moral memories," they are singing peans of the race's progress.

Walking, myself, several years ago among the mountains of Porto Rico, I met a man bearing on his shoulder up a long hill what seemed to me at first only a basket or box filled with red flowers, but what I soon saw to hold also the dead body of his child, which in lonesome journey he was carrying to burial in consecrated ground two miles away. There is no more beautiful or appealing picture, among all my memories, of the faith that looks to individual immortality beyond. But within the last month I have found another to put beside it. It has come to me, reflecting upon the first or second order which I issued as Commissioner. The picture is of the State carrying a child in its arms through the snows of a northern hill to one of its plots consecrated to the perpetuation of its ideals, here among the living, to the ennobling and perfecting of the race upon earth.

These thousands of tracts in their uses — the State's white acres, I have often visualized them — fronting highway and street, the threads of common land, which hold us together, it is the duty of this University, through its executive officers, to supervise. It is not to lessen but to strengthen the sense of local responsibility and local initiative in the governance and cultivation of these " white acres " that this general oversight is provided by the State. It is to give each the help of all; and yet not to make a uniform standardized " all " but to encourage and assist each to develop in its own best way.

I have found no better or more graphic visualization of the relationship of the State, in its University, to the inhabitants of these tracts than the ancient theory of Democritus and Lucretius as to the communication of sound and light and thought.

They assumed that every object, every thought, was constantly giving off images or idols or films of itself, with the result that the atmosphere came to be constantly filled with millions of these images; images, first, of the physical objects that were traversed by the subtler images of men's thoughts, and these in turn by the subtlest of all images, the majestic thoughts of the gods. And I think of this agency of the State, with its central library, its central museum, its central collection of photographs of the world's art, its tens of thousands of transcripts of what we would keep in the memory of the race — I think of it, so furnished, as the source of the majestic desires of this State for the good of every child in it, traversing the atmosphere from the sea to Niagara, and making themselves visible wherever the image of a child's thought or a youth's ambition, faces the mystery of life in one of these little plots.

How literally this is true is apparent in the fact that the State not only cares for the nurture of the child's mind through the teaching, and sends its thoughts through commissioner, superintendent and inspector, but is actually giving to the children in each of these plots, the physical images, books, photographs, lantern slides, which are available to all the students in the University. So, Lord Haldane's desire for an all-penetrating and all-pervading university that will appeal to the interest of a people has support in this ancient theory of physics and metaphysics, and in this modern realization and visualization in fact. For are the best thoughts and highest desires of men not the majestic images of the gods?

Nor is the State visiting in its thought the child alone, or the child in its work alone. Last year the Legislature made it possible for the districts to put these little

tracts to fuller community uses, in giving authority for the designation of these as sites not only for schoolhouses, but for playgrounds, or for " agricultural, athletic center and social center purposes," and for " other uses pertaining to the welfare of the community." They are to grow first that discipline and control and respect for others, which are, above all else, needed in our republic, but they may develop side by side with these a higher community happiness, and a greater community pride, a more helpful neighborliness whose human values, what with urban indifference and rural loneliness, we are missing in so many parts of the State.

And there is still another phase of State concern which is now to have expression. Last year provision was made by law for the medical inspection of all the children attending the schools of the State. What this means has been represented, though unwittingly, by Mr Low in one of his mural paintings which have just been installed in the rotunda of this building (and are to be seen for the first time in place today). It shows the ancient Greek physician, Aesculapius, the god of medicine, sitting opposite a child, one hand holding an hourglass, the other feeling the pulse of the child. What is here portrayed in classic illustration is what is practically planned by this great State for the conservation of the health of all its children. The figure of Aesculapius is but the personification of that conserving concern of this Commonwealth, its hand upon the pulse of every school child within its borders. And when it is known, furthermore, that not a new school building, outside of the larger cities, can be built until the plans — showing provision for light, air and ventilation, and against fire — have been approved by an officer of this University (and

I hope that his approval of the architecture may also be some day required), it will be appreciated what a constructive as well as conserving policy the State has made possible for its University.

But it is not alone these thousands of school plots with their ever changing millions, plots whose reservation for the common schools this University was the foremost to promote; it is not these alone that the University has now in continuous care. Exactly one hundred and thirty years ago this very beginning of January, Governor George Clinton, in a message to the Legislature sitting in the capital city, in whose "half-charred and neglected streets the trees had been cut down and the ruined buildings had been left unrestored," said: "Perhaps there is scarce anything more worthy of your attention than the revival and encouragement of seminaries of learning." In that unpromising, squalid "clearing," to take philosopher James's figure again for the moment, (which is now the resplendent New York City) this University had its origin. It might have been — she might have been — an Alma Mater with children of her own within ivied walls, exuberant undergraduates shouting her name endearingly. But she was destined by an early dissension that has given us the great Columbia University, with President Low and President Butler (who in themselves and their service to the world would have justified any dissension) to become a mother not of students but of corporations; seminaries of learning, universities, colleges, academies, libraries, museums, scientific associations; herself immortal, giving birth to immortal creatures only.

She has no mortal collegiate children of her own, as have the state universities of the West and South; and while she has maternal prerogative, sometimes disputed,

she never exercises it save in rare cases of delinquency on the part of her immortal children; but upon the insistent advice of Doctor Draper, which the State a few days before his death permitted her to follow, she is to select within the next four years three thousand of the most promising graduates of the academies and high schools of the State and help them out of her own purse (which is the State's treasury) to take advantage of the training which the universities and colleges of her nurture are able to give. For an ultimate annual expenditure of $300,000 the State, through private and municipal cooperation, will be educating a body of undergraduates larger than that of many another state university spending from three to five times as much.

This building is called Doctor Draper's monument. I am not sure that the organizing of this great body of university scholars is not to be his greatest monument. And I congratulate the State and its University that the Governor and Legislature have made possible the full initiation of this plan, so that today the University has already 750 scholars as freshmen in the various universities and colleges of the State.

President Wilson spoke of having had in thought, in his professional days, the "perfect place of learning," a place frequented by sagacious men, debaters of the world's questions, and used to the rough ways of democracy, a place where calm science sat ascetic, recluse "like a nun," "not knowing if the world passed and not caring if only the truth came in answer to her prayer," "a place where literature walked in quiet chambers, or with storied walls about." What he saw in his apocalyptic vision was probably a perfected Princeton or a glorified University of Virginia, a place of youth, and

dormitories with " magic casements." But I like to think that this unified institution, with all its extensive cares, its majestic and its unwearying traversing of the State, is to find here at last in this beautiful and befitting house some of the satisfactions of the " perfect place of learning." Here, already, calm science sits, ascetic as a nun, undisturbed by the " rough ways of democracy," yet concerned for it, as I discovered a few days ago in the midst of her researches; here literature walks in quiet chambers and in the Library School interprets her storied walls of every language and knowledge; here sagacious men who are to lead democracy will come increasingly for guidance in the debates, that are to make this hill ever a place of commanding influence; and here in time is to be the gate of admission to every profession or occupation which the State is to guard.

So, out of this medley of powers and responsibilities, which seemed to me at first but a code of educational police regulations, a collection of administrative machinery, I have seen rise a university, as Professor Perry of Columbia has defined it, a university which " is a little state," a *polis* that has at heart the good of every citizen in the making, that has within its horizon the whole range of educational problems, from those which the newest immigrant brings in his alien speech and tradition up the harbor of New York, to those which remain in the mute hearts of the descendants of the aborigines out upon the other border, a University indeed of the Men of Always.

I have, as I have said, no other — and there can be no higher — ambition than to serve the greater State as Commissioner or as President of this little state which exists, as Emerson once said the state itself existed, namely, " to educate the wise man," with whose appearance both may

disappear. And I renew to you, Regents of this little state, and to you, Mr Governor, of the greater State, the oath of office which I took a month ago in the presence of the beloved Vice Chancellor, who, to my supreme regret, is prevented by illness from being here today — the oath to serve with all my strength and heart and mind both the little state and, through it, the greater State.

REMARKS BY DISTINGUISHED VISITORS

CHANCELLOR MCKELWAY: We will now have the pleasure of hearing from visiting friends, representatives of our Commonwealth and of our cities, and I shall begin by invoking your attention, as I am sure you will be glad to give it, to Senator Elihu Root.

ELIHU ROOT: Mr Chancellor and gentlemen, had I known that I was to be called upon, respect for my old and valued friend, Doctor Finley, and for this great institution of our State, would have required me to make due preparation. But I have not. I am reminded by what Doctor Finley said that 130 years ago also there was enacted a statute of the State of New York which is the basis of our educational system and that it was enacted upon the report of a committee of which Alexander Hamilton was chairman, and that the report was drafted by him. My dear Doctor Finley, may I express the hope that upon you falls the mantle of Hamilton's genius for the public service. As men now observe the meaningless alphabet of single events which are happening from day to day and as under long continued and effective observation these group themselves into words and the words into sentences and the sentences into chapters, we begin to see dimly that a great renaissance makes its appearance in the world. We are passing out of a long period of quiescence into a period of new things, new departures, new achievements, new spirit leading, we know not where. May the spirit of that unknown future rest upon you and sanctify your work to the accomplishment of its great purpose. The good old three R's that have been spoken

of with slight respect today are the keys that open the doors of all opportunity for mankind. You are to see that the keys are furnished to every child and then point out the doors, lead the children to the doors of opportunity and teach them to use the keys that fit. As they go on up the ascending scale of elementary and secondary school and college and university it is your work to lead them to doorways more and more difficult to pass, so that everybody may find boundless opportunity for usefulness and public service, may fulfil in the highest degree all the capacities and aptitudes of their natures and may attain for the greatest measure of happiness that it is possible for them. God bless you, my dear doctor, in your work. Our good wishes, our hopes and our earnest help will always be with you.

CHANCELLOR MCKELWAY: It was Rudyard Kipling, I think, who said, "The best part of this world is something just beyond it." Certainly the best part of New York is that something just beyond it, called Long Island. The best form for public education service is, of course, found in the Board of Regents. Alexander Hamilton has been credited with the origination of that Board. It was, however, enacted by the Legislature in 1784. Hamilton was not then even a member of the Legislature. The bill which became a law was introduced by Ezra L'Homedieu. He was a member of the State Senate from Suffolk county. Thus from Long Island, from which he and I came, some years apart, issued the act creating the Board of Regents, and from the same Legislature in subsequent years came the law creating Greater New York. The ablest mayor old Brooklyn ever had and the best mayor Greater New

York has yet had, I now take pleasure in presenting to you. Ladies and gentlemen, allow me to introduce to you Seth Low.

SETH LOW: *Mr Chancellor, ladies and gentlemen:* I hope I may be permitted a personal reference at this moment, because twenty-four years ago this March I received the honorary degree of doctor of laws from the Chancellor of The University of the State of New York, then George William Curtis; so that both by my birth in Brooklyn and by adoption, Mr Chancellor, I feel as if I were at home in this presence.

An honorary degree is not so much the recognition of achievement as it is like the touch of the sword of the sovereign which makes the common man rise from his knee a knight, subject to all the obligations of " noblesse oblige." The honorary degree from an institution of learning lays upon the man who is fortunate enough to receive it that same obligation of " noblesse oblige." The peculiar quality, Doctor Finley, that emanates from The University of the State of New York seems to me to be this. The old Latin poet, you know, made one of his characters say that nothing human was foreign to him; and the honorary degree of The University of the State of New York, and much more the presidency of the University, seem to me to embrace a comprehensive call to service that has its limit with childhood at one end only, and with old age at the other. As a resident of the city of New York, I can almost envy the State for the greater right that it has attained to call Doctor Finley its own; for we shall miss him in the great metropolis. I should envy the State, but for the fact that I realize that the city is a part of the State, and so have the assurance that we shall con-

tinue to share in this great possession. The State has been fortunate enough to catch Doctor Finley while he is — shall I say neither young nor old? I think I would rather say when he is both young and old; for many years ago it was said that " the young men should see visions and the old men should dream dreams;" and we like to see at the head of The University of the State of New York a man who is capable both of seeing visions and of dreaming dreams of their accomplishment. I am entirely sure that not a person connected with the educational system of New York State, whether it be a child in the kindergarten, or whether it be the head of a great university, or the administrator of a system of public schools in some of our cities, or a lonely teacher, not one of them will come in contact with this man without going back to his place stronger for having met him; more full of enthusiasm for his work, whatever it may be. In other words, the human quality of Doctor Finley which you must have noted in his inaugural address is one of the things that has so endeared him to the whole population of the City of New York.

Your Chancellor has referred to his recent services as an arbitrator in a great railroad dispute. I do not know how any greater expression of confidence could have been given him than that he should have made so great an impression upon both the elements involved in that arbitration, that, without any connection whatever with railroading or with industrial affairs, they should have asked him to be one of those to settle the controversy which meant so much to them and to our country. Therefore, I congratulate the State that it has as the head of its educational system a man who means so much not only to the humble but to the great. I congratulate our educational

system that its head is a man who has made so profound an impression, by his sense of justice, that he should be summoned to that duty which he so honorably performed.

I also think it is significant that one of the principal services that Doctor Finley has rendered in the city of New York, outside of his official relation to the College of the City of New York, has been rendered by him as the president of the New York Association for the Blind; an association whose motto is "Light through work." How typical it fortunately is that the head of the educational system of our Empire State is a man, at whose heart is the burning desire to give light to the blind! I venture the prediction that there is no teacher in all our public school system so blind, that when he or she has come in contact with Doctor Finley they will not see, in the child and in the school, something finer and nobler and more comprehensive than they ever dreamed of before. I also like to think that the great public, sometimes so blind to the truer meaning of things, will be enabled by this man to see in this enormous organization, this wonderful organization which controls the educational system of the State, not simply a mechanism for doing certain pieces of work that can not be done without organization, but a living thing that takes the child of the State and makes out of him a citizen capable of doing service for the State.

CHANCELLOR MCKELWAY: Ladies and gentlemen, it gives me great pleasure to introduce to you one of the best productions of the educational system of our metropolitan city and our State, and one of the most exalted and trusted representatives of party purpose and educational progress in the person of Mr McAneny, whom I will now introduce.

GEORGE MCANENY: *Mr Chancellor and Commissioner, ladies and gentlemen:* Mr Low has spoken for the people of the city of New York well and strongly and I can but echo what he has said and then perhaps add a word for the government of the city of New York, of which Doctor Finley was in a sense a member, and in which, therefore, we were colleagues. To bring the greeting of that government to him is indeed a rare pleasure and a real privilege, but I ought to tell you, if I am to be perfectly frank, that while we gave him up and while upon that ground I am entitled as the representative of that government to more of your sympathy than any other man who has spoken here today, we gave him up with reluctance. The wrench cost us a great deal; and I have no doubt that it cost him a great deal. But the fact that we did give him up I am willing to submit as proof that, even as a city, we have our proper sense of State patriotism. It was the right thing to do and we at least find satisfaction in the knowledge that he will still be with us and near us in the work that is to be his here. He has been a part of the life of our city in so many ways that I could not begin to enumerate them. But let me tell you that because of all he has done for us he is now held in deep affection by us all and that we regard him with the highest respect. That that affection and respect are now to be shared by the people of all the State is a matter to me, of a great deal of private satisfaction.

Doctor Finley left with us the product of his ten years' of work in a model city college, a wonderful institution, if I may so class it. He has made that college not only the crowning thing in our system of public education, but he has made it a part of the administrative system of the city. It was his great purpose to do that and he has

started it on its way in such manner that his dream there is sure to be realized. I have been told that as the test of the really perfect City College man three of his boys were compelled to walk up here today. The Doctor is a great walker himself and thinks nothing of getting about the water front of our island two or three times before breakfast. There are in fact legends in the town about his walking across to Princeton before breakfast, when the road is good. He will find opportunity here and throughout the State to keep things "stepping lively" and to bring that wholesome out-of-door spirit of his into all that he does for the public educational system of the State. He is a man among men, as we well found, and we leave him with you with confidence that you will value him as we have valued him. I trust that he will come back to us often. When he does he will always find the people down there still loving him for what he has done, believing in him thoroughly and believing that in securing him as the head of its educational system the State of New York is a fortunate Commonwealth.

BENEDICTION BY THE RIGHT REVEREND T. M. A. BURKE

Bishop of the Diocese of Albany

We implore Thee, Almighty God, to send down Thy choicest blessings and benedictions upon all who have assisted at these exercises, and especially upon him to whom has been committed the direction of all the educational institutions of the State. Upon all who shall drink at the fountain of knowledge that shall flow from the universities in every part of the State. In a word, we pray the blessing of the Almighty Father, Son and Holy Ghost may descend upon us and remain with us for ever, Amen.

EVENING SESSION

ADDRESS BY MARTIN H. GLYNN

Governor of the State of New York

Tonight we honor a man and pay tribute to an idea. Our public schools are the idea and Doctor Finley the man. The man illustrates the idea and the idea typifies the man.

Upon that idea the thing we call civilization is based. Upon it depend all enlightenment and all progress. Where that idea is voiced the world goes forward, where it is obscured the world stands still. Were it not for that idea the centuries would be but idle moments moving in a little circle; because of it, man is master of time, climbing heavenward with the years. That idea, that concept, is education.

Education is the link which binds the hope of one generation to the achievement of the next. It gives to the eager youth of the present the fruits of all that men and women have done since the morning of the first day. It keeps imperishable the contributions of every age to the pleasure and profit of the race. It makes the revolutions of yesterday the conventions of today. It proclaims consideration for humanity, but preaches love for man. It provides the wine of poetry and the nutriment of science. It conquers force by persuasion and slays wrong by irony and wit. It fetters prejudice with logic and liberates reason with rhetoric. It is the eternal ocean, fed by rivers of the forgotten past, on which sail the argosies of the future.

To educate — to draw forth all the splendid possibilities of a human being — is the noblest task that any individual or any nation can attempt. To educate — to place the hard-worn truths of vanished years before the questioning and aspiring mind — is a responsibility that rests upon every state and every nation. Barbarism can not compete with civilization, ignorance can not match strength with intelligence. The nations which have acted upon this fact have flourished and gone forward; those which have neglected it have been compelled to yield and to recede.

It is not enough that a select and distinguished few should be admitted to the benefits of education. Just as no nation can be contented where hundreds gorge while millions starve, so no nation can be intelligent where the elect are educated and the multitude are ignorant. Education itself cries out against a monopoly of education; the more we know the more we realize how necessary it is for others to know.

Education, which reaches from the highest in the state to the lowest, which knows no distinctions of race or class, which is made the rightful heritage of every child and becomes the reliance of every citizen, is the greatest influence for good that any nation can possess. Where such education flourishes there liberty breathes; where it grows and spreads, there tolerance and humanity will be found. No man whose intelligence has been quickened into life is willingly a slave; no man who does not know the reasons for his enfranchisement is really free. Ignorance and tyranny go hand in hand; liberty and enlightenment are brothers.

We of the republic have cause to congratulate ourselves on the wisdom and foresight of those who estab-

lished our common schools. We have grown great and prosperous because, after this nation put its hand to the proposition that all men are politically equal, it made the proposition something more than an assertion by providing the surest means of preserving that equality. One of the most significant facts in the history of our country is that the man who wrote the Declaration of Independence was one of the men who blazed the way for the country's system of common schools. And when Thomas Jefferson proclaimed to the world that America's men demanded freedom of conscience and of action, he performed no greater service than when he sought for America's children that freedom of education without which all other freedom is insecure.

New York led the rest of the country with the first public school, and it leads today as it did two hundred eighty years ago. John Millar, deputy commissioner of education for Canada, recently declared that "no part of the Republic presents a more valuable study to the educationist than New York;" that its public schools "bid fair to put New York educationally in the front place of the United States as it is already commercially and politically."

In 1633 Holland was two centuries ahead of the rest of Europe in education, and the New Amsterdam Dutch brought to this country the educational spirit of the fatherland. In 1633 they opened America's first public school and made Rollandsen its master.

Between that first crude attempt at general education and New York's present school system there is the same difference as between the Half Moon of Hendrick Hudson and the ocean liner of today. Rollandsen, we are told, supplemented his slender salary by running a laun-

dry. One of his successors was removed because he came out second best in a suit over the price of a hog. Another entered the educational field because his tavern was not sufficiently patronized. New York's first educational system had thirty masters in as many years. Tonight we venture the hope that thirty years will not see a single change in the presiding genius of the present system.

The first act of Governor Clinton after the British army of occupation had cleared from Staten Island, was to urge the Legislature to provide a suitable system of education. Governor Lewis, who took up the work where Clinton left off; Joseph Lancaster, who opened a free school in his own home; Gideon Hawley, whose labors earned for him the title of " Father of New York's Public Schools " — these are educational pioneers whom the State has reason to hold in affectionate esteem.

To speak of the schools of New York without dwelling for a moment upon what religious and charitable organizations have done for the cause of education in the State would be unfair and shortsighted. No inconsiderable part of the children of the State have received their schooling at the hands of private and denominational teachers. Religion has performed additional service to the State by opening the doors of knowledge to all who came within its influence. Charity has been open-handed, not only in answering the needs of the body, but in striving to provide the necessities of the mind. The schoolmaster and the clergyman have worked hand in hand for the betterment of those about them. And in many cases the clergyman and the schoolmaster have been one and the same.

Education, as we know it, is under obligations to many men and many influences, but there is no single factor to which education owes a greater debt than it does to re-

ligion. The shrine and the schoolhouse have never been very far apart at any stage of the world's progress. Education is the natural consequnce of a desire to help one's fellowman.

For those more fortunate in this world's goods, who do not need to turn to the State for education, or for those who received their training in denominational or charitable schools, the public school may not mean the beginning and the end of education. But to the millions who have found it the only place where they could slake their thirst for knowledge, the " little red schoolhouse " is a sacred temple that no man dare profane.

Within its friendly walls a message of hope and inspiration has been brought to the American boy. There he has learned that no task is too hard for him to attempt, no height too lofty for him to scale. There he has found the universal key that unlocks all the mysteries of science and of art, the magic key of study. There he has discovered that two and two make four, and that neither chicanery nor dishonesty can alter the result; there he has learned that this fine old world is round, and that its unyielding corners and cruel angles are only superficial. And beyond all the reading, all the writing, all the arithmetic that have taxed his patience through snowy winter mornings and sultry summer afternoons, the American boy has learned something else in the public school. He has learned the American's first lesson, the lesson of equality and equal opportunity.

There are no favorites in the " little red schoolhouse." The son of the banker and the son of the mechanic meet there upon a common footing. Each school is a miniature republic where industry and ability are the only roads to favor and success. As every one of Napoleon's soldiers

carried in his knapsack a field marshal's baton, so each American boy carries in his schoolbag a title to the presidency of the United States.

Every boy who has fought and laughed his way through the "little red schoolhouse" knows that all class distinctions are artificial and that merit is the measure of the man. Whatever else they do, the schools of America produce real Americans fit for the duties and the responsibilities of American citizenship.

I know whereof I speak when I talk of the public schools. It was in one of this State's public schools that I learned to read and write. It was in a public school that I caught my first glimpse of the broad world beyond the circling hills and mountains about my native town. It was in a public school that I discovered the glorious world where the greatest men of all the ages live and talk — the world of books; and I would be ingrate and recreant if I let this occasion slip without humbly acknowledging some part of the debt I owe to a "little red schoolhouse" in the town of Kinderhook, some twenty miles from here. And little old Kinderhook has played large in the school history of New York. In Kinderhook Washington Irving found Ichabod Crane, the typical schoolmaster of literature, and in Kinderhook's graveyard sleeps Ichabod Crane, immortalized by Irving, memorialized by a marble shaft and revered by every true Kinderhookian. It was a "little red schoolhouse" in Kinderhook which gave all the education he ever had to that master of men and formulator of issues, who lifted himself by his own bootstraps from a barefoot boy to the presidency of the United States — I refer to the Chesterfield of American politics, Martin VanBuren, one of the best friends of public education that America ever had.

VanBuren never forgot what he owed to education and education will never forget what it owes to him.

I know the public schools, and, because I know them, I refuse to be disturbed by those who seek, from time to time, to alarm the nation with gloomy forebodings and dire predictions. For when they tell us that danger threatens the institutions of the Republic, when they warn us that the ship of state is drifting into perilous waters, when the cynic grows faint-hearted and the credulous becomes discouraged, I hear the bells ringing from ten thousand public schools and my heart grows warm again.

I see twenty million children marching into the schools that dot the hills and valleys from Maine to Mexico. I watch them conning their readers and thumbing their histories. I see them being molded into American citizens and I know that America can make no mistake which America can not rectify.

It is a great task, Doctor Finley, a noble duty with which the State of New York charges you today. You are being placed at the head of the schools in the greatest State of the Union. New York is giving into your keeping the eager minds of its children; it is entrusting you with the care of its future citizens.

New York does so with confidence. It has studied you and knows you. It has reviewed your record and found it inspiring, it has inquired into your capacities and is convinced that they measure up to the full dignity and importance of your office. You have been successful in everything else you have undertaken; we know you will be successful in the duties you assume today.

Sparta's education made soldiers; Rome's education made orators; New York's education, under your guidance, must make men. The three R's have long been

the square and the compass. The time has come when they should be superseded by the three H's, Head and Heart and Hand. Times change, sings old Horace, and we change with them. The romance of chivalry is giving way to the poetry of mechanism. Kipling's "Song of Steam" supplants Tennyson's "King Arthur and His Table Round;" the "Man on Horseback" salutes "The Man with the Hoe." And we must meet the change.

May all good fortune attend you in your task. May you find on every hand the support and encouragement that your solemn duty deserves. And may all who serve under you remember that the real temple of the State's liberties is not the Capitol, where the State's laws are made, not the Courts, where the State's laws are interpreted and enforced, but rather this beautiful building in which we are gathered, from which the truths that underlie all law and all discipline will be carried to the future citizens who must obey and defend those laws.

Our hopes, our aspirations and our prayers accompany you as you enter upon your labors and, with confidence and pride, we salute you caretaker of our liberties, guardian of our children, keeper of the pathway to our stars.

ADDRESS BY FRANKLIN K. LANE
Secretary of the Interior

Ladies and gentlemen, as a reward for that very courteous rising vote I shall spare you an essay. I saw by the program on arriving here that I was to deliver something entitled an address. This is the first news to me that there was any such expectation. On the contrary, it was stipulated in the bond that if I came I should be called upon to say no more than a word, but the idea appears to be that every man who is in public life can upon any occasion, or upon no occasion, be called upon for something that is called an address. We grow into the habit of thinking that all lawyers are statesmen, but probably there is no greater absurdity obtaining in the United States. We know that some lawyers are not statesmen just as we know that some newspaper men are. Speaking of newspaper men reminds me of Kinderhook and I remember that there was another Martin that came from Kinderhook.

I suppose that I am honored with this invitation because of my position. I have come because of the desire to extend a personal and an official word of congratulation to the State of New York. Never has she done herself prouder than in the selection of this man for the head of The University of the State of New York. I have come also that I might learn of your University and see if it is not possible, fashioning ourselves upon your model, to develop something for the people of the United States that in time would develop into as great and useful an agency as that which you have here. As Secretary of the Interior I am the head of what is known as the Bureau of Education and therefore the representative of

all there is of the educational forces of the United States. In my last report I said to Congress that either that bureau should be given sufficient equipment to make it competent to help the students and the teachers and the schools of the United States, or that it should be abolished. Its chief function at the present time is to gather statistics. The thing that it does best is to care for the reindeer in Alaska. In another sense I am connected with the educational institutions of the United States because I have under my care the Indian schools, which are among the best of the schools in this country. We have some agricultural schools that I think will rank with those of the State of New York, or of the state of Illinois.

There is another function with which the Secretary of the Interior has to do, and this is perhaps the only connection in which you have ever heard of that position. He is supposed to be the conservator of the resources of the United States. He conserves the land that it may not fall into the hands of monopoly, so that there will be an opportunity for the boy of tomorrow to get a farm. He conserves the coal so that that resource may not be soon exhausted. He conserves the forests and the lands of the Indians, and I hope soon, the invaluable radium of the country. He conserves the water power, that resource from which in the future we must draw so extensively for our lights and our fuel and our power. Why should not that officer be a conservator of another kind — conserve the body and the brain of the young of this country? What more valuable service can be done than to put to the highest beneficial use the young mind, the young American body and the young American brain? How may this be done? We can

do nothing as a federal government save by stimulating youth. We can take on the methods you have adopted here if we can find a man such as Doctor Finley to put in charge of such a bureau as the Government of the United States should have. My friends, we have only begun to realize how wasted are the lives and energies and capacities of our young men and women and our boys and girls.

Work does no one harm; idleness finally corrupts the best training that men and women can have. We are holding our young men and our girls down in the cities and on the farms so that they have no opportunity to rise and become those citizens that we expect them to be. I hope that the three H's of which the Governor spoke will be deeply imbedded in the platform of the people of New York State, because we need not only learning, not erudition alone, we need more particularly heart and hope in our work. It is not mere book learning that makes men good citizens, or that makes men able and great in the world of affairs. Above and beyond all else it is character and faith.

There is no place in politics and no place in the United States for the man who is a cynic, for the man who does not have hope in our institutions and confidence in himself and in the future of our land. The man who makes America is the man who believes not alone in the public schools but who believes in the possibilities of our land.

The public schools can be made useful only as they train the boy's hand as well as his head. Some time ago I was at a rather unique function, a Chinese dinner, and opening each course there was served some particular thing which went to satisfy another taste than that of appetite. A beautiful picture was handed around the

table between the courses, then came a singer who sang a poem written by the man who gave the dinner, and then came around a crystal bowl which went from hand to hand for each one to feel; and so, in one way or another, each sense was gratified during that dinner. They had learned to cultivate and make use of eyes and of ears and of touch. Helen Keller has been called the greatest woman of all time and the greatest personality that America has ever produced. Why? Because she has developed her sense of touch, because she has learned to become mistress of the learning of the world through her fingers. So it is and it must be that the boys and the girls of the United States, if they are to become thoroughly educated, must become masters of themselves and first masters of their senses. We pass by birds the names of which we do not know, we walk under stars and can not give the name of a single constellation, we tread the forests and we do not know the trees.

Our boys and girls have not been trained to use their senses; they have been trained out of letters in books, but you can not make men and women out of letters in books. To be educated is to be alive, to have the whole being alive and be there at all times. That is the thing that has made Helen Keller, that is the thing that made Napoleon — to be able to concentrate all your forces and all your strength at one point and be alive not only to the thing that lies on the printed page, but to the thing that is of important moment around you and to be able to put your mind upon every problem that arises. This is true education and upon a basis such as that you will find men and women rise up who will have character and if that character is modified, strengthened and ennobled

by conscience you will have a people and get a citizenry that will be a pride and honor to a Republic.

The State of New York is a great state and so we must expect great things from her. You are the big brother of all the states. We in the West look to you for guidance in educational matters. We look to see whether you pay your teachers well or not, whether the teachers of this State are getting $30 a month, whether the profession of teaching is degraded or ennobled, whether you give a high place to your teacher as they do in Europe, or whether you put him in the back rank. There is no use in talking education unless the educator is treated with dignity. The American people have one test that is superior to other tests when it comes to rank, and you will never have an educational system in this State unless you have men and women as teachers whom you respect; and you will not respect them unless you pay them well. So I say, you are the big brother to all of us and I ask that you will be worthy of the position that you have in our affections and that you lay out here a model system of education that we of the West may imitate, and that you may further develop this great invention, this University of yours. I am proud in the confidence that the man you have chosen for this position will do all that is humanly possible and make New York's name a great credit throughout the world as an educational force.

ADDRESS BY CHARLES WILLIAM ELIOT

President Emeritus of Harvard University

The position into which Doctor Finley has been this day inducted is unique, so far as I know, in the United States. He is at once President of The University of the State of New York, an examining and certifying university, and State Commissioner of Education. These two titles, now for the first time combined, indicate that the incumbent may exercise a large influence and some measure of control over the entire range of public education, from the kindergarten through the university.

Most influential educational positions in this country can affect directly only one of the two great divisions of education, the elementary and secondary schools on the one hand, and the colleges and universities on the other. Doctor Finley's studies and labors may cover the whole field. I congratulate Doctor Finley, first, on the wide scope of his work; second, on the moment at which he enters on so vast a labor, a time of extraordinary development and progress, and of lively social awakening to new objects and ends of public education.

Greater enlargements of educational effort have been proposed within the last ten years than in any previous period; and in some respects a real revolution in both the subjects and the methods of elementary and secondary education is well started. The most interesting times in education and politics are the times of rapid evolution.

I speak first of the enlargements of education. The conception of public education as limited to childhood and youth has already been greatly modified. On every hand we see an increasing utilization of schoolhouses and

school equipment for the benefit of adults who are already earning a livelihood. In many cities the schoolhouses are utilized as social centers of instruction and rational entertainment. Evening schools for young men and women already earning wages receive much more attention from municipalities than they did even five years ago; and afternoon and evening technical schools, Young Men's Christian Association classes, and correspondence schools for the benefit of young men and women who are already engaged in a trade, or other skilled occupation, are numerous and thriving. The universities, through their extension departments, share amply in this development of education for the adult. The United States Agricultural Department, the agricultural departments of many state universities, and the General Education Board endowed by Mr John D. Rockefeller, have demonstrated within the last ten years the enormous value to the country of instruction in agriculture and economics, given by well-equipped itinerant instructors directly to farmers and the grown-up sons and daughters of farmers, and followed by local competitions and demonstrations. The summer schools, which have multiplied so rapidly during the last ten years, have proved highly serviceable to thousands of adults who have already entered on teaching or other intellectual calling. State and city libraries lend books all over their respective territories, soon with the effective aid of the parcel post. Many of the reform movements, in which far-seeing and public-spirited men and women have recently engaged, require a large amount of public teaching before they can be effectively organized and carried into practice; and most of these reforms endeavor to use directly and indirectly the services of the schools, colleges, and universities, and to utilize their equipment.

On this comparatively new educational work the success of many social reforms absolutely depends; such, for example, as the reform of the civil service, the temperance reform, the diminution of infant mortality, all the new projects in preventive medicine, and all the new eugenic proposals. The promoters of these reforms are all preaching, teaching, and exhorting, and their work is fundamentally educational. In a democracy there is no other way to effect the needed progressive improvements in government, industries, and social life. The enlargement of the function of public education, and the improvement of its methods, are to be the mainstays of free institutions. To this mighty enginery your new Commissioner of Education has already set his hand.

Another kind of enlargement is taking place within the present educational structure. Great efforts are put forth to keep children longer in school before they go to work; to establish continuation schools for children from fourteen to sixteen years of age; to improve superintendence by authorizing several towns to employ one superintendent; to create one good, well-equipped, well-graded central school, to which children living at a distance are transported at the town's or the state's expense, instead of several, small, scattered, ungraded schools; to provide in cities a variety of secondary schools for both sexes in addition to the traditional high school, such, for instance, as commercial and mechanic arts high schools. All these interior modifications of the public school system require the cooperation of parents, pupils, and industrial and commercial establishments to carry out and make effective the improvements. They also involve many changes of subjects and methods within the schools themselves, particularly in the grades. Although beginnings have been

made in many American communities in several of these directions, the bulk of the work in the country at large still remains to be done; and the great State of New York is no exception in this respect.

These improvements have been set on foot in response to new conceptions of the objects to be attained through public education. For the great majority of children the ultimate object of schooling, forty years ago, was to enable them to read and write, and to do simple ciphering. Those slight acquisitions at fourteen years of age were all that the mass of mankind was supposed to need in order to earn a livelihood, and take a fair part in the processes of free government. The situation is completely changed today. For the earning of a good livelihood today the workman needs much more than the bare elements of reading, writing and arithmetic, which after all are only the tools of education or keys of knowledge; he needs a deal of information to enable him to conduct his own life safely and happily, and he needs some sort of skill of eye and hand. Furthermore, the voter urgently needs to know something about the structure and function of modern governments, of democratic society, of the human body, and of industrial organization. None of these subjects was alluded to in the public schools of fifty years ago, and even now they receive but scanty attention. The functions of government have developed so rapidly within the past fifty years, and touch so nearly the well-being of the community, that every voter needs to understand what the functions of government really are, and under what conditions, and by what sort of officials, they can be well discharged. Government, today, is expected to take care of the public health, to regulate industries and commerce, to prevent

some monopolies and to regulate others; to supervise all the means of transportation by which cities live; to construct, maintain, and operate vital public works; and to conduct great systems of public education. These functions are numerous, essential, and difficult; and none but highly trained men can perform them. Every voter needs to understand what an expert is, how experts are trained, and how experts should be utilized in the public service.

It is only within about forty years that the mass of the voters began to use their power to control the government, which previously had been left in the hands of the better educated and more prosperous class. The real experiment in democratic government is still to be tried; and it is only through a great expansion and vivification of the functions of public education that this prodigious experiment can be safely tried.

Next I must sketch the new subjects and methods of instruction. The first addition that needs to be made to the instruction now given in the secondary schools, and to adults already earning their livelihood, is instruction in the elements of economics, and particularly in whatever relates to labor and capital and the indispensable union of the two in production, and to the distribution of necessaries, comforts and luxuries, the ownership of the instruments of production, the relation of wages to prices, the control of monopolies, and the means of increasing the efficiency, and therefore the well-being of the entire community. There would be great danger to civilization in the coming into the control of the government of masses of people whose ideas on these subjects were crude, mistaken, or perverse. The well-being of the population at large can be increased only by increasing the total national product of necessaries and comforts; and such an

increase of product can be brought about only by increasing the average efficiency of the whole people in their work, or by improving the economy of the people in the distribution and intelligent consumption of the aggregate product. Yet many people seem to believe that a mere rise of wages can of itself, without increase of product, cause an increase of public well-being. It is an object of the utmost urgency to teach on a great scale both young people and adults, that capital is nothing but the agglomeration of those portions of the previous profits of capital and labor combined which were not consumed at the time, but were saved to be used in future production; and that these savings are, as a rule, necessarily put into lands and buildings, roads, railroads, sewers, water supplies, power plants, mines, and factories, which then become the means of obtaining, making, or transporting more or better goods for the population of succeeding years to consume. What an admirable function for a state department of education is here in sight!

The urgent need of a democracy for instruction in economics is well measured by its frequent failure to elect to office efficient and honest men, capable of giving the people good service. The progress of a democracy in knowledge of economics will be best indicated by its increasing success in procuring an efficient public administration.

The last fifteen years have been characterized educationally by the introduction of new subjects into the public school system, and by many readjustments of the proportions in which the several subjects enter into school programs. New subjects and new methods have, in some measure, penetrated the elementary schools; but naturally the secondary schools have gained most in regard to variety of subjects and new methods of teaching.

The years which stretch just before us will see large developments in both these directions. Some educational administrators have already learned, and more are learning, that it is indispensable for a public school to give much more attention, than has heretofore been given, to the systematic training of the senses, and to implanting habits of close observation, accurate recording, and careful comparing of records. In the modern industries individual skill of eye and hand tell more and more on the individual's earnings and the total productiveness. Well-trained senses also add greatly to the enjoyment of rational pleasures. All schools must hereafter attend more carefully than heretofore to this training of the senses.

The subjects through which the senses can best be trained are also those in which mental application, or control by the will over mental processes, can best be practised. Furthermore, through the same subjects which best afford training for the senses, the information most needed by the child and the adult of today may best be acquired. What are these subjects? First, the sciences, such as chemistry, physics, and biology; second, the household arts; third, the use of common tools in the simple trades; fourth, drawing; and fifth, music.

All these subjects should be started in proper sequence in the elementary schools, and in methods carefully adapted to the bodily and mental development of the children; and all of them should be carried through the secondary schools. There is, of course, nothing new in this theoretical prescription. Herbert Spencer stated it and urged it aggressively fifty-five years ago, and many other educational philosophers have pleaded for it. Spencer's doctrine that science was the knowledge of

greatest worth, and that skill in the arts by which the individual and the community live, should be a prime object in all sorts of education, gained scanty acceptance in the generation to which he belonged, and even now is not the cause of the present movement toward the sciences and the useful arts as means, or staple, of education. The real cause of the present American tendencies in education is the new and complete dependence of modern industries, commerce, and government on applied science working through mechanical power, machinery, the wiser utilization of natural resources, and the varied skills which human beings must possess in order to direct these new agencies. The first duty in the education of the young is to prepare them, effectively, for usefulness and a fruitful life in the actual world into which they are soon going out — a world very different from the world of 1850, and even of 1880. This is the justification of the popular demand for vocational training. The demand is of course too narrow; it should cover the whole period of education and apply to all educational means and methods.

To most men and women brought up on language, literature, history, and philosophy, with a dash of incompatible elementary mathematics, this doctrine is repulsive; it seems to them utilitarian, materialistic, and unimaginative, devoid of idealism and, almost, of morality. But what in fact are the effects of this sort of training on children and adults? The desirable mental and moral effects on children can be more surely attained by the new training than by the old; and if we look at the mental and moral development of the community as a whole, it is plain that the era of pure and applied science, which began near the opening of the nineteenth century, has

been remarkable for ethical development, for wonderful uses of the human imagination in new fields, for amazing instances of the power of the human mind over nature, and for extraordinary demonstrations of the attunement of man's mind to the Creative Intelligence. Only those who know little or nothing about the sciences conceive of them as unesthetic, unimaginative, or unmoral. Regarded as material for education, they are charged in the highest degree with beauty, grace, order, and rectitude.

The American schools, public, private and endowed, have always tried to give some lessons in behavior, manners, duty, and patriotism; but the social and industrial experiences of the past twenty years prove that enlargement of this sort of teaching is imperative.

These principles will be illustrated as we now proceed to consider the methods of teaching the sciences and arts in the elementary and secondary schools. When we speak of training the senses, just what do we mean? Do we not mean that we propose to train the child to see correctly or accurately, to touch deftly and to learn more and more by touching, and to hear with precision in regard to tone, time, rhythm, and inflection? All this is, obviously, training in accuracy, in doing whatever we do just right, and not about right, or well enough. When we require a child to make a correct report, either orally or in writing, of what he has seen, touched or heard, we train the memory and the power of expression in language; and there is no better training in the accurate use of the native language. When we require a boy to plane a board to a true level, or a girl to produce a pudding or a cake from a well-expressed, accurate receipt, we are training him or her to win moral effects on his or her character as well as a material result. To do a mechanical or

artistic piece of work thoroughly is much more than the material operation; it is a moral achievement. To conceive, plan, and get into operation, and keep profitable a great factory, machine shop, mill, or mine, requires an immense effort of the imagination, and moral qualities of a high order. The transformation wrought in business ethics in the last years of the nineteenth century, and the first years of the twentieth, has proved to be one of the great moral and humanitarian movements of modern times —and the end is not yet.

The uniform method of teaching the sciences and arts at school must be the laboratory method, which calls for accurate observation from every pupil, and attentive use, every day, of eyes, ears and fingers. In the rural elementary schools much of this work should be done out of doors, on walks and excursions to see in operation the forces which have molded and are molding the crust of the earth, in the cultivation of vegetables and flowers, and in the study of insects and domestic animals. In the lower grades there will be more of exposition and leading; in the upper grades, and the secondary schools, more of independent work on the part of the pupil. Accompanying all the laboratory work should go incessant practice in speaking and writing, the quality and quantity being proportioned to the age of the pupil. Books and reading should hold a secondary, but still an important place. Among the arts to be acquired, reading aloud, drawing, and singing should hold high places; for there is invaluable training, as well as great utility, in all three. Drawing has the advantage of providing, simultaneously, admirable training for both eye and hand. Music is highly desirable, not only as training for the individual, but as imparting a high and durable capacity for enjoyment, and

power to give pleasure to others. In none of our schemes of education have we thought enough about this power — so precious in its effects on children and youth — of giving pleasure to other people.

All the while the child should have it in mind that he is acquiring arts and faculties which will enable him to make himself useful to others, and so, by and by to earn his own livelihood and that of his family. The normal human loves and devotions should be presented as motives. The desire for approbation and for success in competitions may be relied on.

An important distinction between this method in education and the earlier method, is that it leads the child to personal activity; it teaches through action. The attitude of the child toward language, literature, history and philosophy is ordinarily that of passive reception or absorption. The memory is exercised on words and on sayings of other people. The child hears *about* men and things; his mind plays upon stories, descriptions, narratives, and poems; not on real things and persons that he has seen or on events in which he took part. There is a wide difference for training purposes between absorbing a narrative written by another, and producing a narrative yourself about events you have witnessed; and the latter is far the best training process. Moreover, the latter by no means excludes the former. The good teacher gets a strong reaction from the child, and that reaction is the real training.

It is already demonstrated that normal children take much more interest in the subjects and the methods here described, than they do in the subjects and methods of the old régime; and this increased interest in school work, on the part of the children, would be a sufficient argument in

favor of the change. Inasmuch as no adult or well-trained person can ever do his best unless he is thoroughly interested in his work, it may be assumed that no child can do his best work when he is driven to a task which he dislikes, or to which he is indifferent. Some rather archaic persons maintain that there is no discipline in work which is not repulsive, or at least uninteresting; but the fact seems to be that work done without interest and pleasure is never good work in regard to either intensity or rapidity. Child work without interest compares with interested child work just as slave labor compares with free labor — product smaller and enjoyment nil.

I lately witnessed in a private school in Buffalo an exhibition of the Dalcroze method of training young children and adolescents to make rhythmical movements of the limbs, head, and body in time with music; no apparatus was used, and no implements of any sort. The movements were slow or quick, grave or gay, and were highly enjoyable; but they always required on the part of the child two mental exertions of high value. First, a concentrated attention to the music, with instant response to any change of rhythm therein; and second, complete inhibition of irrelevant sights and sounds. The attention given by the children, moment by moment, and the concentration of their wills on the sport were most remarkable. The immediate physical result of this training is the improvement the children exhibit in agility, alertness, grace, and cooperative skill, but the most important result is the strenuous training of mind and will; for the mental power and the self-control acquired in these exercises are the best results of any education, since they are applicable anywhere to any subject. An agreeable and useful outcome of the Dalcroze method of rhythmical movements is

that it leads straight to a very desirable kind of active, graceful, pleasurable, animating dancing. The Dalcroze method is a strong case of teaching through action on the part of the pupil.

The need of instruction at school in the use of the ordinary tools of the fundamental trades is really very urgent, now that the wages in the building trades are so high that the house owner with a moderate income ought to be able to make his own repairs; for he can hardly call any mechanic into his house without paying him, by the day, more than he earns himself. The need, too, of widely diffused instruction in the art of cooking has long been pressing; but it is much more pressing now that the cost of food in this country has risen so seriously. Fortunately, with skilful cooking, the cost of feeding an average American family can be much reduced to the great advantage of the family; since the most expensive elements in the diet which an ordinary American prefers are hygienically inexpedient.

Within three or four years the American public has undergone a change of mind regarding teaching in schools and colleges what is called social hygiene — a delicate and difficult subject, which ought to be preceded at school by instruction in the elements of biology. Nearly everybody agrees that the former policy of silence on the subject of social hygiene has failed, and yet nearly everybody perceives that it is impossible to teach it in the public schools without imposing careful limitations. There is indeed very serious difficulty in providing, in the great public school systems, competent instruction in the sciences and in the arts which depend directly on applied science, for the reason that well-trained teachers of these subjects are

but few. The problem of the educational administrator always is how to get into practice well-known theories in education, long since accepted by the educated world at large, or at least by him. This is to be Doctor Finley's great task; to get into practice all over this great State, in urban and rural communities alike, principles of education which the leaders of educational thought have established, but have never, or seldom, seen put into effective execution. I dare say that the first problem with which your new Commissioner of Education will grapple, will be the problem of training teachers for the new work he plans, as, for instance, for the laboratory teaching of the sciences, for teaching English through reading aloud, the daily writing of accurate descriptions and narratives, the frequent recitation, and the occasional opportunity for dramatic expression, and for the teaching of economics and social hygiene.

Having myself retired now from long educational service, I may, perhaps, be permitted to say that I feel the strongest sympathy with Doctor Finley as he enters upon his new functions. Under similar conditions I undertook, forty-five years ago, a like task in a narrower field; the task of introducing into an old college, whose rules and practices had been rather firmly fixed by custom and tradition, many new subjects of instruction with a regulated freedom of election for the student among all the subjects. Then and there as now and here, an educational administrator found his task to be to bring into use educational principles which had been often stated and sometimes partially accepted, but never given free play. Mine was a difficult but inspiring task, as Doctor Finley's will be. The veteran heartily congratulates the public servant in

his prime on his cheerful prospects and wide opportunities, and also on the difficulties and obstacles he will certainly encounter; his prospects and opportunities invite him to his noble task; but his conflicts with discouragements and doubts will reward him most, and in the end make his career — which we all hope will be long — memorable in the educational history of this State and of the country.

ADDRESS BY J. J. JUSSERAND

Ambassador from France

Foreign travelers who visited this city at the time when your University was founded, one hundred thirty years ago, usually mentioned that they had been there, and having nothing to add, added nothing. Such was the case, for example, with Marquis de Chastellux, Rochambeau's chief of staff. A great city has now risen by the border of the Hudson river, the worthy capital of the Empire State, with handsome structures, some which no traveler could pass without notice; among them the one where we now stand, a temple raised to learning.

We meet, here, Americans and French, in unity of good will, on an important occasion. A new leader of men is about to assume power, a power the greater that the men he is going to lead are to be young men. The future is not in our hands but in theirs. To assume this great task, you have looked around and considered every possible choice; wanting a man of experience and wisdom, with a kind heart and a strong will, of ample sympathies, knowing his country and others too, you came to the conclusion that in no one else was to be found such a combination of qualities, and you selected John Huston Finley.

To the good wishes which have been offered him today on behalf of the universities, colleges, schools and citizens of this State, and also of the educational departments of other states, it is my happy lot to be able to add the good wishes of France.

The ancients, as you know, placed amulets in the corner stones of their newly founded buildings, so as to se-

cure luck to the structure and its inmates. In the corner stone of many of the chief monuments of this country, a French amulet was placed and proved a good omen. One was used when that mighty structure was being raised, visible now from all parts of the world, American Independence; another when the question was no longer of your being free, but of your being great and when we ceded to you Louisiana; something French when you began building that navy, now so famous, of which the first man of war was made after a French model and the flag was first solemnly saluted by Lamotte Piquet at Brest on the 13th of February, 1778; when you began raising the federal city, whose plans were also French; when you devised the law and charter of this University of the State of New York, and two Americans of fame, Alexander Hamilton and James Duane, worked at it with the French Huguenot L'Homedieu, one of those men from French Rochelle who founded, in your State, that New Rochelle, whose anniversary we were commemorating last summer.

I come in my turn, and not merely in my own name but in that of my nation, I bring good wishes, at the beginning of his new functions, to your new President; may such wishes prove as lucky to him as those brought by men of my blood proved to your nation, when they visited these shores to be brothers in arms to George Washington.

I am the freer to say that I speak in the name of France, that President Finley is well known there. Knox College, Princeton University, the College of the City of New York are not the only places where his voice has been heard. He has taught us our own history, he has made better known to us our own pioneers and coureurs de bois, those hardy men of early days who dashed into the unknown, along the Mississippi valley or toward the

Rockies and the great " Western sea," dotting their path with luck-bringing or fame-bringing amulets, one of which recording the bold ventures of the Chevalier de la Verendrye, something this time like a real material amulet, was discovered last summer in South Dakota. President Finley spoke to delighted crowds in that old, old Sorbonne founded in the time of Saint Louis by Robert de Sorbon, for sixteen poor masters of arts, and which numbers now 17,500 students, being the most widely attended university of today or of any day.

When Yorktown had been captured by the allied armies of the thirteen states and of France, Rochambeau and his troops remained one year more in America, not knowing for sure whether the war was or not really finished. During that period he received numerous addresses from legislatures, municipalities, universities and colleges. One was from the College of William and Mary at Williamsburg, where he had established his quarters: "Among the many substantial advantages," said the president and professors, " which this country has already derived and which must ever continue to flow from its connection with France, we are persuaded that the improvement of useful knowledge will not be the least. A number of distinguished characters in your army afford us the happiest presage that science as well as liberty will acquire vigor from the fostering hand of your nation." Rochambeau's army included, in fact, one member and one future member of the French Academy, and some of his officers had profited enough by their university education to be able to use Latin in their letters to learned Americans, whose native language was to them unknown.

The presage announced in the address from the William and Mary College has been fulfilled; a constant ex-

change of thoughts and views, a common search for the best democratic solution of the social problems, and of late years, an exchange, not simply of books and of thoughts, but of men too, have taken place to the great good of the two nations: nations which are different enough to try different experiments, and similar enough to profit by the results of the other's attempts. The first messenger of learning sent by one of the two countries to the other set an example that will not be easily surpassed: a scientist, a philosopher, a discoverer of nature's secrets, sent by you to us in early days, Benjamin Franklin. The exchange has continued since. The number of French men and women, economists, artists, students, thinkers, tourists, who come to study the great Western Republic and to see Americans in action, increases from year to year; while the number increases also of American and French professors who go and teach in their own language in the other country.

President Finley's task is one of paramount importance and responsibility; two million future men, two million future citizens will have, in a measure, their minds and characters molded in accordance with his views. No one has any misgivings, everybody rejoices that it should be so. A pioneer by birth and tastes, a friend of pioneers, as his admirable studies on ours show, he will have to act as a pioneer, exploring those unknown lands, young people's minds, discovering the sort of seed that will fructify, clearing their souls of brambles and false notions, cutting off useless vegetation to let in light.

Who is it that shapes the future of the country? Is it the statesman with his laws and treaties? The war minister with his armaments? It is they doubtless in a way, but more than they, and only a little less than the father

and mother whom no one can replace, it is the wise teacher who does this. The future is in the hands of the young, but it is he who tells them what to do with it. It is he who gives to the nation that without which treaties are of no value, laws of no avail, armaments remain ineffective: complete men, true citizens.

For the good of their country, for their own also, men need more and more to learn. Less and less opportunity, less and less success, less and less enjoyment will, as years pass by, be accessible to the untaught. In the sixteenth century Bacon wrote: "Crafty men contemn studies, simple men admire them, wise men use them." From which may be deducted that all who do not use them, be they simple or crafty, since they are not wise men, are fools. And what is a fool? A popular proverb answers: "A wise man's ladder." Better play the part of the wise man than of the ladder.

Between the New York system of education and ours, there is much resemblance; our aims are similar, our difficulties too. The intervention of the state exercised through the ministry of public instruction, as it is here through the Commissioner of Education, has to be felt; general rules of discipline, the general order of studies are regulated by the state. Yet liberty must be respected, freedom of thought, of research, of system, of methods. The fair combination between the two needs a fine sense of measure and logic — a thing to which we attribute much importance. Nothing easier than to be an extremist, no mind so brutal and untaught that can not be one. It is one of our thinkers, Montesquieu, who said: "The natural place of virture is by the side of liberty; but virtue can no more be found by the side of liberty carried to the extreme than by the side of servitude." Montesquieu

said also: "The same distance that exists between heaven and earth, the same exists between the true spirit of equality and the spirit of extreme equality."

In the middle ages Paris, whose university had been founded in the beginning of the twelfth century, was the chief center of studies. "Paris," wrote a foreign observer, Bartholomew the Englishman, a contemporary of Saint Louis, "has raised the standard of learning and civilization, not only in France, but in all the rest of Europe." In the midst of this busy world, when centers of learning have multiplied, nobody being willing any more to play the humble part of a wise man's ladder, Paris sees again many people from many lands flock to her for their tuition. Among that unique number of 17,500 students, over 3500 are foreign; twenty years ago there were only 457; almost every nationality is represented; one of the least numerous body of such students is, strange to say, the Americans, there being twice as many Germans as there are citizens of this Republic.

Our tuition, like yours, has a double object: first to impart knowledge, to show the way to acquire it, and to impress strongly on the mind that there is no science so dry that does not find its *raison d'être* in life. There can never be enough accuracy; but one can be accurate and yet preserve the feeling that it is in view of progress, of movement of the living that one thinks, studies, writes. Then, and moreover, great pains are taken to discipline minds and form characters, to cause them to shun obscurity and exaggeration, to observe logic, and above all to keep a sense of measure and proportion. Such a discipline teaches that probity in labor which has ever been our universities' ideal, as it is our

workshops' ideal. Few things are more dangerous for men than to start in life with the feeling, either that it is enough to do anything half well, or with a blunted sense of relativity and proportion. The road to success is barred in the first case; pitfalls lie on the road in the second. For many men with the latter disposition, the journey may begin brilliantly, but it will end in failure; learning will not be a help, but an aggravation; they will only rise *unde altior esset casus.* Those who will have submitted to the necessary discipline are, on the contrary, sure to succeed, whatever be the branch of human activity they choose for their career. Our business men recently issued a statement demanding that the young men who wanted to follow a business career should first receive a university training. It was not, of course, because they thought that the ability to construe the Latin or Greek lines of Virgil or Homer was, in itself, a help in trade or banking; what they wanted their future assistants to get was that sort of discipline, that habit of considering every side of each proposition, that sense of proportion which is given at the same time as such knowledge.

Thus are formed strong nations of successful, sensible, reasonable men, firmly holding together, even in stormy days, different in race, language and origin though their ancestors may have been. What is a nation? " The essence of a nation," wrote Renan, " is that all individuals composing it should have many things in common, and have also forgotten together many things. Language, interests, religion, affinities, geography, military necessities are insufficient if, to them, is not added the common possession of a rich inheritance of souvenirs and a desire to

live together. To have common glories in the past, to have done great things together, to want to do more still, such is the essential condition for being one people."

The French and the American nations are very different, they live far apart, their ways are, in many respects, quite dissimilar. Yet there is between them a peculiar link that does not usually exist under such circumstances; and why? The reason is that they have a rich inheritance of common souvenirs; they have common glories, they have done great things together and they have the same earnest longing for better conditions, for a happiness more accessible to all, for more justice, a fairer share, for the many, of the goods and beauty of this world.

An American event is sure to have an echo in a French heart. From my heart I offer to your President the congratulations and good wishes of France.

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